ABSTRACT
          This document contains issues of the "Syndactics Bulletin"
published between 1989 and 1991. Volume 6 includes 9 issues provided between
January and December of 1989; volume 7 includes 9 issues produced between
January and December of 1990; and volume 8 includes the only 5 issues of the
Bulletin published in 1991. Each four-page bulletin contains brief synopses
of various research studies performed and any significant findings that
resulted relating to language delayed students, language-delayed and at-risk
student education, and/or language issues in education. Appended are 2 issues
of "Best of the Syndactics Bulletin" spanning the years between 1984 and
1988. The first of these special issues focuses on the "Best of Research"
reported in the Bulletin during these years. The second special issue focuses
on the "Best of Exchange" (i.e., the best of the correspondance letters
between the readers and editor) published in the Bulletin during these years.
(AA)

Production

BULLETIN

by Carolyn Ausberger Weiner

v6-7 n1-9 Jan-Dec 1989-1990
v8 n1-5 Jan-May 1991

PS PUBLICATIONS

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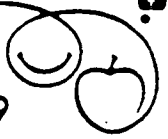
NARRATIVE SKILLS KEY TO CLASSROOM SUCCESS

Recent reports pinpoint a group of language behaviors collectively labelled "narrative skills" as the entry level for traditional classroom interactions. Frequently seen in preschool children,[1] emerging narrative skills are primarily distinguished from earlier-developing dialogue abilities by the length of utterance that children are able to produce or understand. The give-and-take of dialogue requires that only one sentence at a time be produced or understood *(see inset);* narrative consists of one speaker producing several sentences over a single topic. As listeners, students at the narrative level can comprehend meaning organized across several sentences.

SIGNAL READING READINESS

Beginning with kindergarten, many classroom activities are dependent on behaviors associated with narrative skills:
- Staying on-topic in group discussions
- Relating a sequential story
- Listening effectively in a group
- Following a series of instructions
- Understanding and answering questions about a story

In addition, children cannot benefit from reading instruction until their oral language skills are at the narrative level. Because written material shares many characteristics with narrative interactions *(see inset),* children use successful oral language experiences as the basis for understanding the rules for interacting with print.

PROVE CULTURALLY SENSITIVE

The development of the kinds of narrative skills needed for school is dependent on a child's culture. Generally, children from Anglo middle-income homes are taught the topic-centered narrative style utilized in the classroom. Children from low-income homes or different cultures may learn to develop a narrative along with the speaker, or to chain a series of topics together into a single narrative. These styles, if not recognized by the classroom teacher, can be mislabeled as willfully disruptive or

DIALOGUE	NARRATIVE
An interaction taking place between two individuals in which the speaker/listener roles and topics frequently change.	An interaction taking place among one speaker and one or more listeners in which the topic is determined by the speaker and the speaker takes one "long turn."
Talk occurs during a shared experience.	The speaker may be the only one with knowledge of the event being discussed. (W)
Talk is "here-and-now", about ongoing activity.	Talk is "there-and-then", produced after the experience. (W)[6]
Much talk is perceptual-verbal, that is, a verbal response to the perception of an object or event.	In cases in which the listener is asked to respond to questions, the talk is "verbal-verbal"; that is, verbal response to verbal information.[7]
The speaker and listener interact and can shift roles.	The listener is expected to maintain a listening role as the speaker takes one long turn. (W)
New topics can be introduced.	Topic or theme is determined by the speaker and maintained throughout the narration. (W)
A listener's verbal or physical response indicates whether she/he understood.	A listener who does not comprehend is responsible for obtaining clarification. (W)
Meaning is carried by words, the physical environment, intonation and prosody.	Meaning is carried primarily by words. (W)

A (W) indicates a characteristic also true of print material.

inattentive behavior[2,3] and may hinder reading instruction.

Says Carol Westby, "Individuals from cultures in which narratives are jointly constructed by the audience and the speaker experience difficulty in taking the spectator role required in reading and writing texts, and consequently they have difficulty acquiring literacy. Children who tell topic-associative stories and rely on prosody and intonation in their oral narratives perform less well in reading and writing than children who tell topic-centered stories, and who rely on specific vocabulary, and who specify the relationships between people and events in the stories with conjunctions *(because, but, therefore, when)* and relative pronouns *(who, that, which)*."[4]

OFFER BREAKTHROUGH IN ASSESSMENT, PLANNING

Frequently absent in learning-disabled adolescents, culturally-different kindergarteners, and poor readers in all grades, narrative skills form a practical goal for assessment and remediation *(see Dialogue/ Narrative Skills, page 4).* In addition, teachers may choose to match measured language level with curricular demands. Children who have not yet developed narrative skills require opportunities to interact one-to-one about real-life objects and materials. Authorities predict that for these students, centers offering child-directed exploration will result in more and faster learning than will attempts at group-based instruction.[5]

Welcome to the New Year — and the new Bulletin. Thanks to your support, we've been able to fulfill our dream of expanding to four full pages each issue. One page will contain a news article about a topic of current interest and one page will be a therapy material or checklist. The addition of this space will allow the presentation of key concepts that require at least a full page for coverage. Scheduled for upcoming issues are articles on preschool phonology, the ACD (adolescent communication disorders) network, oral language predictors of reading success, and "language inflation" in the primary classroom. As with all other items, the emphasis will be on presentation of maximum information to you for a minimum time requirement.

The question about computerized IEPs drew several excellent responses, some from software users and some from readers who have developed their own computer materials. See the articles under EXCHANGE and under MATERIALS.

Also, a reminder: If you are moving, please be sure to send your new address. The Bulletin will not generally be forwarded by your post office.

Best wishes for a happy new year!

Lyn Weiner, Editor

EXCHANGE

Thanks and a gift to both readers for their information.

Dear Lyn,
In the most recent Bulletin you wrote an article on computerized IEPs. I have been using one to write my goals for speech therapy for the past two years. I work with severely handicapped students in a self-contained school and have a computer of my own in my room.

Our school uses The Automated IEP System by Harding and Harris, Box 1599, Orem, UT 84057. This system is time-consuming to initiate because you create and store your own objectives. However, when you write an IEP later, you choose the numbers corresponding to the objectives, which are then printed to be sent home or used in a meeting. This process has saved me a lot of time and I have really enjoyed using it.

Christy Martensen, MCD
American Fork, UT

Dear Christy,
Thank you for this information. For another response, read on.
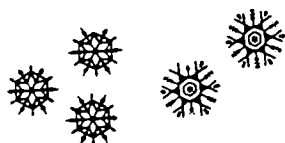
Dear Sir:
In response to your article on computerized IEPs, my school system has been using them for the last three years. All our objectives, criteria and materials are on a data disk and we each have a copy of a master printout list which assigns a number to the entries. We just need to enter the items by numbers as well as information about the student. The computer then prints out the completed IEP.

Feel free to contact our coordinator of special education for more information.

Dorothy Burhop
Sheboygan, WI

Dear Dorothy:
Thanks for the description. In a follow-up phone conversation, your coordinator Mike Weber added this information: the system, which serves all disability areas in special education, has been in place for more than three years. The software, originally purchased from HBK Educational Software in Eau Claire, WI, has been debugged and modified to meet the specific needs of all special educators in the district. Although use of the computerized method is optional, all but one or two staff choose to create their IEPs with the computer. Mr. Weber welcomes visitors and says he would be willing to send people out to other districts provided that their expenses — including the cost of a substitute — were covered.

For more information, contact Michael Weber, Coordinator of Special Education, Sheyboygan Public Schools, Sheboygan, WI 53081.

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Congratulations to both of you on your successful computerized IEP methods!

Dear Bulletin,
Greetings from the East! Terrific job!

A request: a re-issue of the Language Development chart you ran a couple of years ago. I remember getting it, but can not locate it!

Keep the valuable info coming!

Dorothy Reeves

Dear Dorothy,
The chart is from Communication Development and Its Disorders: A Psycholinguistic Perspective, by R. Paul and D. Cohen. It is super; in fact, the best I've ever seen. In response to your request, I really tried to fit this 2-page chart into our 1989 publication schedule; but we have so many wonderful new articles and items planned that I didn't want to bump anything to make room for something we'd already published once. A copy of the Language Development chart is being sent to you.

Any readers wishing a copy will be sent one free provided they send a stamped self-addressed envelope with the request.

Lyn Weiner

TEACHING IDEAS
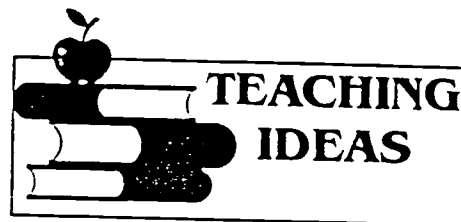
HERE ARE SEVERAL SUGGESTIONS for turning presentation of curricular content into a language teaching session:

√ Help students convert a science or a social studies lesson into a play. Students develop language by planning and executing costume design, writing dialogue, and acting out the play.

√ For younger students struggling with the concepts needed to complete paper and pencil tasks, use small objects to recreate a specific worksheet. Talk the child through solution of the problem or allow children to work in pairs.

√ Teach a lesson or read a story to only one student. This student tells another student. The process continues until the last student to be told relates the information back to you.

√ To increase active listening, have students write "true" on one sheet of paper and "false" on another. After completing a

lesson (or a math explanation), ask a variety of true/false questions. Students all respond at the same time by holding up the appropriate word.

√ As a "filler" conduct a "word search." Write one word from a recent lesson on the board. Ask a student to provide a word associated in some way with the first word. (Either you or the student can explain the association.) Write the student's word under your word, then ask a different student for a word associated with the first student's word. Continue as long as time permits.
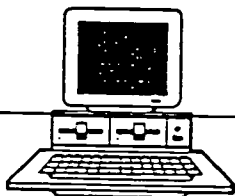
INFORMATION

PARENTS OF HANDICAPPED IN-fants can help stimulate development by utilizing six strategies:
√ Be responsive
√ Use social experiences for teaching
√ Take turns when interacting
√ Be consistent
√ Offer varied experiences
√ Maintain a positive attitude

Ref: *Early Intervention for Children Birth Through 2 Years.* NICHCY News Digest. Number 10, 1988. NOTE: You may request a FREE copy of this 12-page report by calling 1-800-999-5599 and leaving your name, address, and a request for "News Digest Number 10" on the tape recording.

THE NEW ADDRESS AND PHONE Number for the National Clearinghouse for Bilingual Education is: 8737 Colesville Road, Suite 900, Silver Spring, MD 20910. 800-647-0123. For Maryland residents, the number is 301-588-6898.

THE NEW ADDRESS FOR POWER-Base Systems is 31440 Northwestern Highway, Farmington Hills, MI 48018.

FREE: A SAMPLE ISSUE OF THE Newsletter of the Disability Information Brokerage System gives you a first-hand look at this bimonthly publication. Send a stamped, self-addressed envelope and a request for First Dibs to: Judyth Lessee, tor, P.O. Box 1285, Tucson, AZ 85702.

THE PROGRAM EFFECTIVENESS Panel (PEP) consists of 60 members from a variety of educational areas who review reports of effective programs submitted by school districts. Projects approved by PEP become part of the National Diffusion Network (NDN). They then can become eligible to receive funding for disseminating information about the approved program. For more information, request a FREE copy of the PEP Criteria and Guidelines Manual from: Program Effectiveness Panel, U.S. Department of Education, Recognition Division, Room 508-F, 555 New Jersey Avenue NW, Washington, DC 20208-5645.

FREE: THE CURRENT ISSUE OF THE Disability Statistics Bulletin is now available. Request from: Inez Fitzgerald Storck, NIDRR, 400 Maryland Ave. SW, Mary E. Switzer Building, Mail Stop 2305, US Department of Education, Washington DC 20202.

QUOTE OF THE MONTH:

"Ten years ago we tried to train receptive language one word at a time by telling a non-verbal child to, for example, 'Give me the ball' (to be chosen from a set of three objects on the table). While the teacher thought she was teaching language, the child without receptive language was at best looking for visual or other cues in order to find the response that would satisfy the adult."

Sheila Merzer and Lyle Chastain

NOTE: This quote is from Autism: Programmatic Considerations, a 267-page book available for $16.50. To order, request code SE-10 from NCHRTM, 115 Old USDA Building, Oklahoma State University, Stillwater, OK 74078-0433.

RESEARCH

AT THE ONE-WORD LEVEL, parents not only teach names of objects and actions; they also comment on absent objects, on properties of objects and on past and future events.

Ref: Goodwin. R. *A Word in Edgeways? The Development of Conversation in the Single-Word Period* in M. Barrett (Ed.) Children's Single-Word Speech. New York: John Wiley & Sons. 1985.

APPROXIMATELY 65% OF DEAF infants can be identified through use of a seven-item high-risk register that looks for:
√ Family history of hearing impairment
√ Mother's illness during pregnancy
√ Anatomic malformations of head and neck
√ Birth weight of less than 1500 g. (3.3 lb.)
√ Elevated serum bilirubin
√ Bacterial meningitis
√ Severe asphyxia or hypotonia

Ref: Gerber, S. *The State of the Art in Pediatric Audiology,* in S. Gerber and G. Mencher (Eds.) International Perspectives On Communication Disorders. Washington, DC: Gallaudet University Press. 1988. Note: This book may be ordered from Gallaudet University Press, 800 Florida Avenue NE., Washington, DC 20002.

MATERIALS
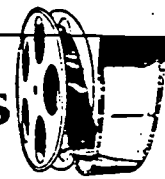
Both materials described below were developed by Bulletin subscribers who wrote in response to the November, 1988, article on computerized IEPs.

COMPUTERIZED REPORT WRITING is made possible through use of EvalWorks, a template disk to be used with the Appleworks word processing program. (The Appleworks software is not provided.) Available for $49.00 from: Southwest Linguistic Products, P.O. Box 3378, Glendale, AZ 85311. There are also in-services on use of this software.

SOFTWARE DESIGNED FOR OTHER purposes may be terrific in your speech and language sessions (and may cost much less than the pricier special education packages.) Now a clever 70-page booklet reviews 41 programs, offering complete order information and descriptions as well as suggestions for use in speech/language therapy. To order Resource Guide for Clinical Applications of Generic Software, send a check or money order for $7.50 to: Jeff Knox, Resource Guide, 1012 Tower Court, Iowa City, IA 52246.

BEHAVIOR	QUESTIONS	COMMENTS/EXAMPLES		TEACHING SUGGESTIONS
Relates a series of events in order.	Can the student give a response with at least three events (verbs) when asked questions like: *How do you make a Jack-O-Lantern?* or *How do you use a telephone?*	yes	no	As students participate in sequenced events in the classroom (making valentines, collecting lunch money, getting ready to see a movie, etc.) discuss the actions involved, list them on the blackboard, review them frequently. [8]
Processes meaning across several sentences.	Can the student recognize 2-sentence absurdities like: *Our team won last night. The final score was 7 to 7.* ? Can he/she solve riddles or tell jokes?	yes	no	Use Interactive Methods.[9] Offer experiences with riddles, jokes, thinking stories.[10]
Understands events related in a story format.	Can the student answer questions based on a recent history or social-studies lesson? Can the student summarize the events in a story read to the class?	yes	no	Act out events from history or recently-told stories. Use questions like *What happened next? What happened before...?*.
Comprehends the concept of "topic" or "theme".	Does the student keep comments on topic during a group discussion? Can the student easily make transitions from one activity to another by ceasing one interaction when requested and beginning a new one?	yes	no	Use flannel boards and other visual cues (such as related objects) during group discussion.[11]
Organizes a multiple-sentence response to a single-sentence question.	Can the student talk at length on a topic? Can the student respond with several sentences to questions like *What happened?* or *What do you do to make that _____?*	yes	no	Plan simple activities together. Have regular discussions of the day's — or week's — events.

REFERENCES

1. Milosky, L., *Narratives in the Classroom,* Seminars in Speech and Language. November, 1987. Available through Thieme Medical Publishers, Inc., 381 Park Avenue South, New York, NY 10016.

2. *Narratives in Classroom.*

3. Westby, C. *Learning to Talk — Talking to Learn,* in C. Simon (Ed.) Communication Skills and Classroom Success: Therapy Methodologies for Language-Learning Disabled Students. San Diego: College-Hill Press. 1985. Available through College-Hill Press, 4282 41st Street, San Diego, CA 92105.

4. *Learning to Talk,* page 193.

5. Weiner, C. and Creighton, J. *Documenting and Facilitating School Readiness Language,* Journal of Childhood Communication Disorders. Fall/Winter 1987. Available through the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

6. Genishi, C. and Dyson, A. Language Assessment in the Early Years. Norwood: Ablex. 1984. Available through Ablex Publishing Company, 355 Chestnut Street, Norwood, NJ 07648.

7. Blank, M. *Language and School Failure: Some Speculations about the Relationship between Oral and Written Language,* in L. Feagans and D. Farran (Eds.) The Language of Children Reared in Poverty. New York: Academic Press. 1982. Available from Academic Press, 111 Fifth Avenue, New York, NY 10003.

8. Weiner, C., Creighton, J., and Lyons, T. K-TALK Manual. See Materials list for information.

9. Ausberger, C. and Mullica, K. How to Use Reproducible Illustrations in Language Remediation. Phoenix: Syndactics. 1983. Available through ECL Publications, 708 West Solano, Phoenix, AZ 85013.

10. Simon, C. *Functional Flexibility: Developing Communicative Competence in Speaker and Listener Roles,* in C. Simon (Ed.) Communicative Skills and Classroom Success. See #3 for additional information.

11. Weiner, C. and Mullica, K. Curricular Activities for Language Learners. See Materials list for information.

MATERIALS

For teaching narrative skills:

K-TALK (Kindergarten-Teacher Administered Language Skills). $399.00. This multi-component kit covers three stages of language development. The second stage is that of narrative skills. Available after July 1989 from Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733.

Action Sequence Stories. $189.00. This set offers hundreds of sequenced illustrations to be acted out, then verbally described. Especially appropriate for older students. Available from Janus Books, 2501 Industrial Parkway West, Hayward, CA, 94545.

Curricular Activities for Language Learners. $22.95. This 143-page book provides 30 classroom language-teaching activities based on a student's regular curriculum. Available from ECL Publications, 708 West Solano, Phoenix, AZ 85013.

LEARNING SETS TEACH PRESCHOOL ARTICULATION/ LANGUAGE SKILLS

A new method, tailored to the learning needs of unintelligible preschool children, develops articulation in an interactive play therapy approach that also teaches language. Based on information from speech science[1], linguistics[2], and early childhood studies[3], learning sets capitalize on the fact that preschoolers are still in the process of acquiring the sound system of their language. Unlike older students, who may require intensive drill on a single sound, children three and four years old can benefit from hearing sounds produced correctly at the sentence or phrase level and then attempting to imitate the entire phrase.

Composed of Seven-Step Cycle

After engaging the child (or children) in an interesting, repetitive play activity *(see page 4 for sample materials and phrases)*, the learning set leader moves through seven steps:

1. Select one phrase or sentence appropriate to the activity and say it 4 to 10 times. *You have the red one. Put it in. You put it in. I have a yellow one. I put it in. I put it in right here. You have a blue one. You can put it in. You put it in beside the blue one. You put it in.*

2. Invite the child to use the phrase. *I have a purple one. Do you want to put it in? Tell me: put it in.*

3. Accept child's attempt without correction. Child: *pu- i-* Adult: *Yes. Put it in. Here. Put it in.*

4. Repeat activity as in Step 1.

5. Invite child's utterance as in Step 2.

6. After child's attempt, model a portion of the correct response. *Can you say it like me? Pu-di?*

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7. Accept the child's second attempt, and continue with the game by starting with Step 1. Child: *pu- i-* Adult: *Yes. Put it in. Here. Put it in. You have a green one. Put it in.* etc.

The number of seven-step cycles in one learning set depends on the time available and/or the child's interest. A second learning set with new materials may be introduced in the same session.

Benefits Quickly Observed

In the context of the learning sets, rapid change in several different sounds can be observed in a single session. Because the interaction takes place at the sentence level, desired syntax and vocabulary goals can be modelled in the selected phrases. The pleasant, high-interest interactions can easily be taught to a teacher, parent or volunteer.

Effectiveness Linked to Difference Between Preschool and Other Learners

Although the process is not clearly understood, one reason for the effectiveness of this method may come from the fact that articulation consists of three separate but related functions. A child developing articulation skills must learn :
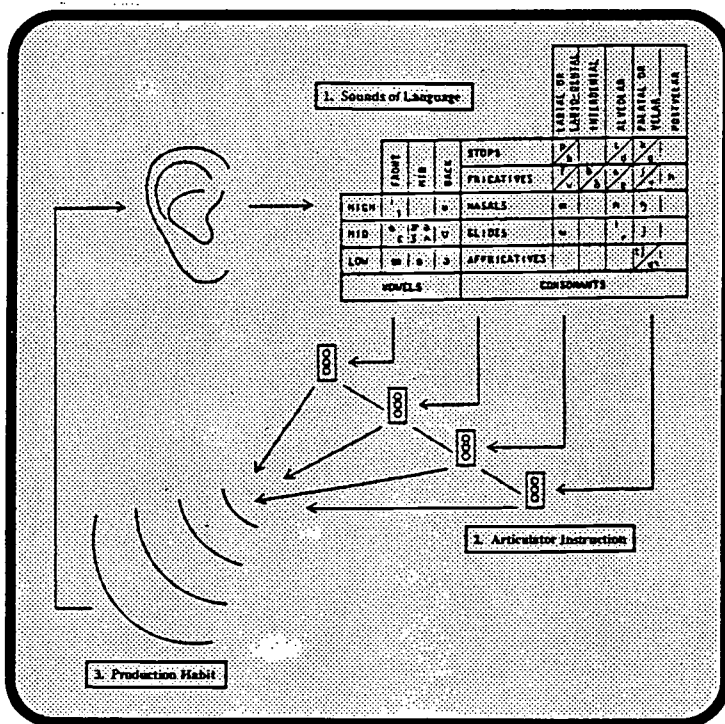
● the sounds of the language and the differences between them *(Area 1 of inset)*. This function is often discussed under the heading "distinctive features."[4]

● ways of providing instructions to the articulators so that a smooth stream of speech sounds results *(Area 2 of inset)*. This function is often discussed under the heading "phonological rules" and/or "co-articulation."[5, 6]

Learning these two functions results in rapid flux in a young child's articulatory system. By the time most children are four years old, they have ceased making rapid changes and begin saying the same thing in the same way repeatedly. This creates:

● a production habit for using articulatory patterns that have been already learned and a tendency to resist any new patterns *(Area 3 of inset)*.

Children traditionally seen for articulation therapy are older children who require help with the third function of *changing* a habit pattern. Unintelligible preschool children now receiving therapy under P.L. 99-457 will most likely need help with *developing* functions one and two. Since their habit patterns are not yet set, young children do not require the more narrow drill and emphasis on single sounds traditionally associated with articulation change. In addition, children learn features of sounds and the phonological rules for their use rather than the sounds themselves. As the analysis in column three of page four shows, utterances that look dissimilar actually provide the child with repeat presentations of the same features and processes.

NOTES
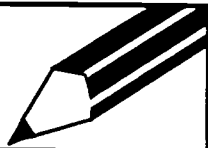
During some recent preschool consulting, I was walking through a large room that contains several classes. In one area, the classroom aide was reading to a group of 12 children, 11 of whom were sitting and listening. The twelfth child had wandered over to some shelves and was sitting on top of one, dangling the upper part of his body back toward the floor — one of the finest expressions of non-interest I have ever seen! I commented to the nearby teacher, "I assume that I'll be testing him." The teacher said she was planning to refer the child, but wondered how I could tell the child had a communication problem without hearing him talk!

Her question reminded me of the many differences between preschool speech/language services and those designed for older children. This issue's front page article exemplifies one of those differences. Along with the increase in preschool handicapped programs and the focus on kindergarten reform, there is a growing interest in early childhood education. The several additional articles on preschool are in response to that change.

Best wishes for a Happy Valentine's Day!

TEACHING IDEAS
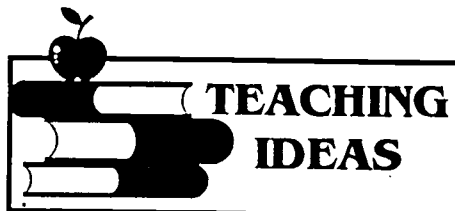
GIVE OLD TORN BOOKS TO CHILDren so they can cut out the pictures. Put the pictures into sets that children can use when retelling the story or making up a new one.

TO STIMULATE INTEREST IN USING question forms, give one student a calculator and allow the other students to pose math questions.

PUT TOGETHER "MAKE-IT" KITS BY assembling rubber bands, paper clips, Post-its™, buttons, erasers, etc. Put an assortment of items in each of several business envelopes. Students select an envelope and, either alone or in pairs, use the items to create something. Afterwards, invite students to talk about what they made.

BEFORE STUDENTS LINE UP AT THE door, write a word on the board (or put a picture in the chalk tray.) Students give one piece of information about the word or picture before lining up. As a variation, students make up a question about the word or picture for another student to answer.
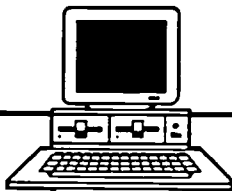
INFORMATION

PROJECT CELSIM (SPECIAL EDUcation Intervention Model of Learning Strategies, Language Development, and Career Education Training) is designed to allow 137 limited English proficient students to acquire important learning strategies. The three major objectives of the project are:
● To enhance cognitive language development in both the first language and English.
● To assist students in developing autonomy as learners.
● To provide career awareness.

Funded by the Bilingual Education Act, this project is one of 36 receiving support under the special populations program. For more information on Project CELSIM, contact: Nelly Mulkay or Stephen Glickman, New York City Board of Education High School Division, 1171 65th Street Brooklyn, NY 11219.

For general information on bilingual special populations programs (preschool, special education, gifted and talented), contact: Barbara Wells, OBEMLA, 400 Maryland Avenue, SW Switzer Bldg. Room 5086, Washington, DC 20202-2518.

Note: This information is from the NCBE Forum, the newsletter of the National Clearing House for Bilingual Education. To receive a FREE subscription to this bimonthly periodical, call (800) 647-0123 (in Maryland, 301-588-6898) or send your request to: NCBE, 8737 Colesville Road, Suite 900, Silver Spring, MD 20910.

THE SEARCH FOR COMPUTERIZED IEP systems has turned up another one: The PennStar Curriculum Manager, a computer program which generates not only objectives, but also suggested methods and

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materials for attaining them. Currently in use in about 2,600 districts worldwide, the software continues to be improved as more materials and methods are collected from teachers. Readers who wish to share their own methods may participate by requesting a FREE copy of **A Listing of PennStar Objectives Which Do Not Have Methods** from: James Randecker, PennStar Support Group, Box 213, Lewisburg, PA 17837. Also available from the same source is the complete listing of all the objectives in the PennStar system. To order, send $5.00 for each copy and a request for the **Master Curriculum Booklet** to the PennStar address above.

EXCHANGE

Dear Lyn Weiner,

In your April 1988 **Bulletin** you listed a reference for an ERIC document on using riddles to teach language. The number listed in the article is incorrect. To obtain the document, look under ED 282-173.

Also, I would like some information. I receive numerous reports from outside agencies stating that the children evaluated were found to be *apraxic* or *dysarthric*. I would like to know a source for adequate definitions of those problems and any remediating techniques.

Thank you for any information you might have.

Trudy Balogh
Schamburg, IL

Dear Trudy,

Thank you so much for the correction on the ERIC document. Your question about apraxia and dysarthria touches on a very confusing area. Traditionally, both terms denoted speech problems related to neurological damage.

Problems closer to the muscles that cause a weakening or sluggishness of response are *dysarthrias*. The muscles affected can be the ones used in providing breath for speech or the ones moving the articulators. One group known for having dysarthric speech are children with cerebral palsy. In contrast, *apraxias* occur when the neural signal for an entire set of motions is cut off

by damage closer to the brain. As a result, an apraxic individual is unable to make voluntary movements of one or more articulators such as the lips or tongue. Brain damage that occurs because of a stroke may result in apraxia.

There are specific therapy methods for each of these disorders, but I'm guessing that the children you are talking about do not meet the traditional definitions of dysarthria or apraxia. Recently there has been a trend toward using these terms to describe children with severe articulation disorders. Since the cause of these articulation problems is frequently ear infections, it is not exactly clear why this practice began. Possibly, evaluators are responding to the observed difficulty the children have in producing a smooth stream of speech sounds.

As mentioned in this issue's front page article, young children may definitely have a motor component to their articulation problems. Since, however, these motor problems are seen to respond rapidly to therapy, the possibility of neural damage seems slight. In this context, the best source that I can suggest for adequate definitions is the evaluator choosing to use the term. If you request a list of observations that led to the selection of this term, you may be able to learn more about how these words are being used in your area. If the problem is, in fact, a severe articulation disorder, I recommend two techniques:

✓ The learning sets described in this issue.
✓ Production drills. To create these drills, begin at the level at which the child can comfortably imitate you and build. Here is a sample progression:

> pa-pa
> pa-pa-pa
> pa-pa-pa-pa-pa
> pae-pa-pae-pa-pae
> pae-da-pae-da-pae-da
> pat a _____.

When the child can say "pat a", you can introduce pictures of a variety of animals and take turns saying "pat a puppy", "pat a bunny", etc. If there is sufficient interest, we can devote a future front page article to the use of production drills. In the meantime, perhaps readers have some experiences or information that can further clarify this area.

Best wishes,
Lyn Weiner

RESEARCH

SUBJECTING YOUNG CHILDREN TO accelerating standards for achievement is one facet of a phenomenon called "hothousing" — the practice of hurrying young children and causing them to acquire skills earlier than usual. Brought about largely by pressure from parents, this emphasis on the early development of visible skills may stultify learning and damage self-esteem and confidence.

Ref: Hills, T. *Hothousing Young Children: Implications for Early Childhood Policy and Practice*, ERIC Digest. Note: A copy of this article is available *FREE*. Request from: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801.

QUOTE OF THE MONTH

❝ *Whilst teachers may set high value on language and its role in learning, their attitude to talk might be quite the reverse. Language is frequently seen as something complex, associated with reading and writing, whereas talk, because it so easily produced in large quantities, may be felt to have a nuisance value and be banned and inhibited. This may deny to young children their only medium for communicating.* ❞

Joan Tough

Note: This quote is from **Talking and Learning: A Guide to Fostering Communication Skills in Nursery and Infant Schools**, a 336 page book available for $16.00. For more information, request a *FREE* catalog on Literacy Education from Heinemann, 70 Court Street, Portsmouth, NH 03801.

DESPITE SIGNIFICANT BENEFITS TO children when hearing loss is identified early, there is frequently a delay in evaluating these children. One recent study showed an average delay of 7.8 months between the time parents expressed concern about their child's hearing and the time the physician referred the child to an audiologist. For children with developmental disabilities, the problem is

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compounded. Even though data indicate between 32% and 78% of all developmentally delayed children will have some type of hearing loss, both parents and professionals may fail to recognize the signs of hearing loss and instead, attribute observed behaviors to the diagnosed condition.

Ref: Madell, J. *Identification and Treatment of Very Young Children with Hearing Loss.* **Infants and Young Children.** October, 1988. Note: For information about this journal, contact PRO-ED, 8700 Shoal Creek Blvd., Austin TX 78758.

MATERIALS
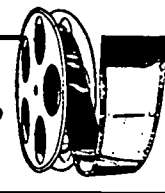
THE DOVER CATALOG IS A RICH source of inexpensive items that can be creatively used in therapy sessions. Examples from the new winter 1989 catalog include: four small animals with peel-and-apply sticker costumes – $2.95; a book of 85 cat photos – $5.95; a set of 24 dinosaur postcards – $3.50; playtime village set – $2.95; Mayan diorama – $5.95.

For a **FREE** illustrated catalog, write to: Dover Publications, Inc., 31 East 2nd Street, Mineola, NY 11501.

THE SURVIVAL VOCABULARY series is a set of attractive vocabulary workbooks written for older students and adults. Organized to reflect real-life experiences, the set includes the following titles: **Drugstore Language, Credit Language, Driver's License Language, Banking Language, and Supermarket Language.** For more information, request a FREE catalog from: Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545.

AN EXCELLENT SOURCE FOR language-teaching materials is the Mathematics section of the new DLM catalog. Wooden shapes, blocks, stencils and shape stamps give your students opportunities to experience the concepts they are learning. For a FREE catalog, write to DLM Teaching Resources, P.O. Box 4000, One DLM Park, Allen, TX 75002.

SAMPLE LEARNING SETS

MATERIALS/ACTIVITY	UTTERANCES	CHILD CAN LEARN
1. Peg board and pegs. Child and adult take turns putting them in.	**1a.** put it in (pu-di-din) **1b.** take it out (tai-ki-dout) **1c.** put it next to (pu-dit-nek-stu) **1d.** let's take out the (let-stai-gout-the) **1e.** give me another (giv-me-ya-na-ther)	**1a.** final consonant production *(fcp)* **1b.** fcp, production of back sounds *(pbs)*-/k/ **1c.** fcp, production of frication *(pf)*-/s/, coarticulation of 3 consonants *(CA-3)* /kst/ **1d.** fcp, production of glides *(pg)*-/l/, CA-2 /ts, tth/ **1e.** fcp, pbs-/g/, pf-/v, th/, CA-2 /vm/
2. Crayons and paper; black-board and chalk; magic slate and marker. Child and adult take turns drawing and/or writing.	**2a.** make a circle (mai-ka-ser-kl) **2b.** make another (mai-ka-na-ther) **2c.** I just made a (iy-just-mai-da) **2d.** make an 'A' (mai-ka-nay) **2e.** make a longer line (mai-ka-lon-ger-lin) **2f.** put a circle on the (pu-da-ser-kl-on-the)	**2a.** fcp, pbs-/k/, pf-/s/, CA-2 /rk/ **2b.** fcp, pbs-/k/, pf-/th/ **2c.** fcp, pf-/s, j/, CA-3 /stm/ **2d.** fcp, pbs-/k/ **2e.** fcp, pg-/l/ **2f.** fcp, pbs-/k/, pf-/s/, CA-2 /rk, nth/
3. Assortment of small toys. Child and adult take turns selecting and positioning them.	**3a.** pick a toy (pi-ka-toi) **3b.** I picked a (ay-pik-da) **3c.** put the ____ on the ____ (put-the. . .on-the) **3d.** it goes next to the (it-go-znek-stu-the) **3e.** can your toy jump? (ka-nyour-toi-jump) **3f.** find something that's green (fin-som-thin-that-sgreen)	**3a.** fcp, pbs-/k/ **3b.** fcp, pbs-/k/, CA-2 /kd/ **3c.** CA-2 /tth, nth/ **3d.** fcp, pbs-/g/, pf-/z, s/, CA-2 /zn/, CA-3 /skt/ **3e.** fcp, pbs-/k/, pf-/j/, pg-/y/ CA-2 /ny, rt, mp/ **3f.** fcp, pbs-/g/, pf-/f, s, th/, CA-2 /mth, nth, ns/, CA-4 /tsgr/ **Note:** The /nds/ of "find something" is counted as two consonants rather than three because the /d/ is generally dopped in this context.
4. Doll house and furnishings with small people. Child and adult take turns positioning furniture and discussing actions.	**4a.** here's a chair (her-za-chair) **4b.** the chair goes in the living room (the-chair-go-zin-the-li-ving-room) **4c.** here's the Mom (her-zthe-mom) **4d.** she wants to comb her hair (she-want-stu-comb-her-hair) **4e.** the boy is going to the (the-boi-iz-going-to-the)	**4a.** fcp, pf-/h, z, ch/, pg-/r/ **4b.** fcp, pbs-/g/, pf-/z, th, v/, pg-/r, l/, CA-2 /rg, ngr/ **4c.** fcp, pf-/h, z, th/ **4d.** fcp, pbs-/k, sh/, pf-/sh, s, h/, pg-/w, r/, CA-2 /mh, rh/, CA-4 /ntst/ **4e.** pbs-/g/, pf-/z/, CA-2 /ngt/
5. Play kitchen center. Child and adult take turns cooking.	**5a.** let's fix some (let-sfik-som) **5b.** the ____ goes in the pancakes (the. . .go-zin-the-pan-cakes) **5c.** I want some ____ with my (ay-wan-tsom . . . wi-thmai) **5d.** I need more (ay-need-more)	**5a.** fcp, pbs-/k/, pf-/f, s/ CA-2 /ks/, CA-3 /tsf/ **5b.** fcp, pbs-/g, k/, pf-/th, z, s/ **5c.** fcp, pf-/s, th/, CA-2 /thm/, CA-3 /nts/ **5d.** fcp, pg-/r/, CA-2 /dm/

NOTE: Each abbreviation in column 3 above is spelled out the first time it is used — e.g., production of glides (pg). The sounds representing the feature or process listed are given after the abbreviation. For example, pf-/s/ means production of frication, a distinctive feature of the /s/.

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;ram, D. **Phonological Disability in Children.** New York: American Elsevier Publishing Co. 1977.
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SUGGESTED MATERIALS

Sticker books — Pop beads
ColorForms™ — Cars and trucks
Dolls and clothing — Play villages and farms
Crayons & markers — Clay & cookie cutters
Play workbench — Paper dolls
Different sizes of — Puzzles
containers

CS

DECONTEXTUALIZED CONCEPT DEMYSTIFIES READING/LANGUAGE CONNECTION

Researchers may have uncovered an essential link between oral language and success in reading. Based on the concept of decontextualization, this link examines the match between the child's oral language style and the style of the written material the child is asked to read. When talk is about events or objects in the immediate environment, it is contextualized language (see inset). Examples are comments made as a child stacks blocks or participates in a similar activity. By contrast, decontextualized language is "language presented without the supportive context of situation."[1] Frequently, reading failure can be attributed to the fact that the written material is decontextualized but the child is still using a contextualized language system.[2]

Dependent on Developmental Factors

In the earliest stages of development, a child's language is tied directly to what is in the immediate environment. This "here-and now talk"[3] gradually expands so that a two- or three-year old can, with help, refer to past and future events in conversation. A four-year-old can be expected to relate a personal experience in a series of sentences, and many five year olds are able to use language to learn about things they have never directly experienced. This "increasing de-contextualization"[4] allows children to attain an important developmental level shortly before entering school, the point at which:
● "the actual words and sentences become separated in time and space from the situations they describe" and "the child now carries the context of language around with him."[5]
● children can use language to "vicariously extend the range of their experience far

beyond the limits of their immediate surroundings."[6]

The extent to which children demonstrate these decontextualized language skills is dependent on the language learning environment and varies from culture to culture.

ceiving messages, touches on aspects of language previously described. Among terms used are: metalinguistics,[9] talking to learn,[10] and verbal-verbal talk (talk in response to someone else's verbalizations, as contrasted with earlier-developing perceptual-verbal talk).[11]

Characteristics of Language

CONTEXTUALIZED	DECONTEXTUALIZED
Definition: Language concerning objects, actions and events which are in the immediate environment.	Definition: Language concerning objects, actions and events which are remote from the speaker and the listener.
1. The environment functions as a prop to assist the speaker/listener in sending and receiving messages.	1. Words alone are used to convey the message from speaker to listener.
2. Verbalization consists of simple sentences about ongoing activities or present objects.	2. Complex sentence forms are used to relate aspects essential to the message: motivation, timing, causality.
3. The topics of conversation are limited to what is physically present.	3. The topics are limited only by the speaker's imagination and communicative skill.
4. The listener comprehends by paring words with what is seen in the environment.	4. The listener comprehends by using the speaker's words to create an internal context.
5. The listener solves comprehension difficulties by looking around to find something that will "make sense."	5. It is the responsibility of the listener/ reader to identify comprehension problems and to resolve them.
6. Because the speaker and listener share a common environment, much of the communicative context does not have to be verbalized.	6. The speaker must verbally create the context needed by the listener.

Reading Primarily Decontextualized

Because the words are totally removed from the situation in which they originated, written material is considered to be the ultimate form of decontextualized language.[7] Interestingly, this was not always the case.[8] The earliest writing forms were apparently used to help the writer remember what was already known and were not interpreted or "read" outside the context of the situation. Contextualized reading opportunities still exist today. Examples are words printed with recognizable logos, phrases on T-shirts, and stories that are read to children repeatedly.

Broadens Existing Scope of Awareness

Decontextualization, the ability to use words by themselves for sending and re-

Earlier language-based explanations for reading failure are descriptions of one aspect of decontextualization. Monroe[12] suggests children are not ready for reading instruction until they are able to see sequenced pictures as portions of a single narrative. Similarly, Silvaroli and Wheelock[13] state that a child ready to read can describe a single picture as part of a larger event and provide information about time, place and cause-effect.

Storytelling remains an excellent diagnostic procedure for determining any gap between a child's level of decontextualized language and that of the reading material. Once aware of a gap, educators may choose to make the reading experiences more contextualized, help the child develop more decontextualized language skills, or do both. The chart on page four offers one example of how this might be done.

NOTES
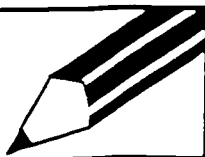
This issue's front page article raises an intriguing question: how many "learning" problems are really "language" problems? Although not a question with readily available answers, it is one that shows some promising new directions for providing help and attention to those students needing it. Having moved very close to the line between "special" and "regular" education, we will, with next month's issue, return to a traditional concern within special education: that of providing comprehensive speech/language programs for mentally handicapped students.

If you requested the free language development information offered in the January issue, you should be receiving it within the next few weeks. We w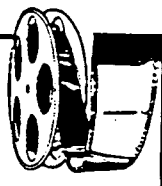ere frankly overwhelmed by the avalanche of responses—approximately twice the number we were expecting. Special thanks to those of you who took the time to write some very nice things about **The Bulletin.**

As March is spring vacation month for many of you, best wishes for a restful and rejuvenating break.

Lyn Weiner

MATERIALS

SOFTWARE SHOPPER, REVISED IS an index of public domain Apple® computer software useful in the education of deaf high school students. This 242 page volume is available for S6.95 from: Gallaudet University, Pre-College Programs, 800 Florida Avenue, NE, Washington, DC 20002.

ENGLISH SKILLS I: PARALLEL Alternative Strategies for Students (PASS) is a 378-page guide that provides high school teachers with modified approaches for presenting content courses to mainstreamed exceptional students. Divided into six units, the guide offers objectives, activities, and study sheets for: spelling, vocabulary, literature, oral communication, writing, and reading comprehension. To order, send S4.00 and

a request for English Skills I (EM0382 A) to: Education Materials Distribution Center, Florida Dept. of Education, Collins Building, Room B-10, Tallahassee, FL 32399-0400.

THE MAYER-JOHNSON COMPANY offers a non-speech communication sample kit containing S108 worth of materials for S98. For more information, request a FREE catalog from: The Mayer-Johnson company, P.O. Box 1579, Solana Beach, CA 92075-1579.

EXCHANGE

Dear Lyn,

I find many of the articles [in **The Bulletin**] very helpful and often would like to share an item with a classroom teacher or administrator. Is it really necessary to state that we cannot reproduce articles without written permission?

Alyce Jacobsen

Dear Alyce,

First, many thanks for observing our request to refrain from illegal copying. **The Bulletin** was started as a matter of principle. Literally millions of dollars are spent each year on behalf of professionals in the schools, but much of the information discovered for them does not get out where it can do any good. The reason is simple: individuals do not have the time necessary to research all the necessary sources. It delights us here at Syndactics to be able to make that one final step toward getting new important facts into your hands.

There are some months in which subscription fees do not meet expenses, and the cost of the newsletters must be subsidized by income from consulting and workshops. Although we do not mind this, it does make us eager to receive any money which the **Bulletin** should be earning.

People who make illegal copies of articles to share with teachers do help get key information into appropriate hands (which is good), but fail to economically contribute to the information gathering process (which is bad!!).

In response to this situation, we are now offering an annual **reproducible license** for S25.00. This license permits all copying, from reproducing a single article to distributing the entire newsletter to

teachers and administrators. The option to request this license is on the new resubscription notices. A district preferring to receive a license right away may request a **Reproducible License plus Extension** for S25.00. Any remaining issues on the current subscription are covered by the license; the rest of the fee is used to extend the length of the subscription period so that additional issues will be received.

To thank you for taking the time to raise this question, you will be receiving a **Reproducible License** that will be in effect until your current subscription expires.

Best, Lyn Weiner

IF YOU ARE CURRENTLY INVOLVED with children experiencing central auditory processing difficulties, your practical ideas and/or experiences are needed for a newsletter. Produced by the staff of the Green Valley Area Education Agency, the publication will be initially distributed by the Iowa Dept. of Education, the Area Education Agencies in Iowa, and the Iowa School for the Deaf. To participate, send your information to: Gary Boswell, Supervisor, Hearing Conservation/ Education, Green Valley AEA #14, Green Valley Road, Creston, IA 50801.

TEACHING IDEAS
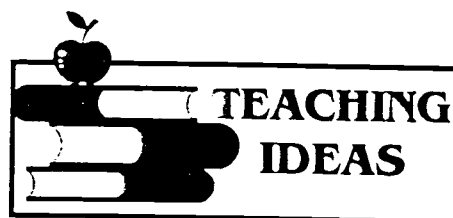
TO INCREASE VERBAL INTERACtions among students, keep a book of riddles handy. In the morning, privately tell each student a different riddle. Students use opportunities during the day to "exchange" riddles. At the end of the day (or week) give each student the opportunity to tell you as many different riddles as possible. Recognize students who have learned at least three (and remembered them!).

INTRODUCE CHILDREN TO COMplex sentences by teaching them "Paper, Stone, Scissors." (At the count of three, children form their right hand on their open left hand. An open right hand signifies *paper*, a fist signifies *stone*, and making rabbit ears with the first two fingers signifies *scissors*.) Children look at the resulting hand formations and say either, "I won because...." or "I lost because..." Choices are: paper covers stone, stone dulls scissors, scissors cut paper.

USE THE SUNDAY FULL-COLOR newspaper ads to help students learn about categories. Give each pupil a two page advertisement with a variety of pictures on it. Name a category and ask them to find all the pictures on their sheet that fit the specified category. You may provide tokens for covering the appropriate pictures. Sample categories: square things, soft things, kitchen things, things smaller than a desk, things with plastic parts, things that move by themselves, etc.
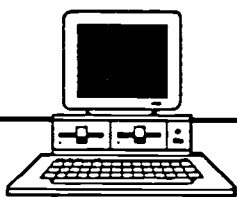
INFORMATION

DR. RAE L. BANIGAN, A SPEECH/ language pathologist, recently formed her own company, **Talking With Children, Inc.**, in order to produce and distribute videotapes covering ways to help children develop communication skills. The first tape, demonstrating techniques and strategies appropriate for children ages five months to 2 years, consists of three segments: *Tuning In To Your Child, Getting Your Child To Tune In To You,* and *Targeting Your Words.* This self-instructional, 31-minute video program is appropriate for busy parents, professionals and child care providers. Available for S49.95 from: Talking with Children, Inc., P.O. Box 839, Palmer, MA 01069. The telephone number is (403) 283-9240.

ESSENTIAL COMPONENTS OF A preschool handicapped program include:
- Integrated programming
- Transdisciplinary teamwork
- Parent participation
- Transition planning

Ref: **Preschool Programs for Handicapped Children.** Fastback 257. Note: For a copy of this 36-page document, send S.90 and a request for **Preschool Programs for Handicapped Children** to Phi Delta Kappa Educational Foundation, Box 789, Bloomington. IN 47402.

AUGMENTATIVE COMMUNICA-tion News, written and edited by Dr. Sarah Blackstone, has been designated a continuing education sponsor by the American Speech-Language-Hearing Association. For information on how to obtain CEUs through a subscription to the newsletter, write to **Augmentative Communication News.** One Surf Way. 15. Monterey, CA 93940.

TELL 'EM WARE TATTLER: NEWS *Briefs for School-Age Special Needs Computer Users* is a quarterly newsletter for the technologically-oriented special education support person. The content is excellent, but too high-level for the novice. For example, a recent article described how to build a light pointer for S25.00 rather than purchasing one for S250.00. Available for $7.40/year (4 issues) from: **Tell 'em Ware Tattler,** 1714 Olson Way, Marshalltown, IA 50158. *Note:* Robert Kerr, Editor, welcomes contributions of articles or news items.

TO HELP HIGH SCHOOL TEACHERS spot students with communication disorders, ask if the pupil can:
- put information in logical order
- comprehend main ideas
- follow a sequence of directions
- ask questions and make comments during conversations
- give directions in detail
- give relevant and complete answers to questions

Note: These questions are adapted from a referral form available from Thinking Publications, 1731 Westgate Road, P.O. Box 163, Eau Claire, WI 54702-0163.

QUOTE OF THE MONTH

What children use language for in school must be 'operations' and not 'dummy runs'. They must continue to use it to make sense of the world: they must practice language in the sense in which a doctor 'practices' medicine and a lawyer 'practices' law. and not in the sense in which a juggler 'practices' a new trick before he performs it. This way of working does not make difficult things easy; what it does is make them worth the struggle.

James Britton

PROBLEMS FACED BY SPEECH/ language pathologists in the schools were recently enumerated by Crystal Cooper, Chair of the Public School Caucus. They were:
✓ Learning to serve as consultants in addition to being direct treatment providers.
✓ Facing resistance from administrators when introducing new program

models.
✓ Working with severely handicapped individuals ages 0-21.
✓ Identifying our role as members of a health service team.
✓ Maintaining a unique professional identity within the educational milieu.
✓ The "dual headcount" problem continues. funding is provided for primary exceptionalities; therefore, although services must be provided, funding for these services is not.
✓ Speech, language, and hearing services are frequently not valued as much as other services within the schools.
✓ Defining the impact of communicative disorders on academics, including the relationship of language and cognition.

Note: PCS is an ASHA-affiliated network of language, speech and hearing professionals in school settings. For an annual membership, which includes a subscription to the PSC newsletter, send $10.00 to: Teri Davis, Membership Chair, P.O. Box 992, Tonawanda, NY 14150. (Non-ASHA members may join PSC as non-voting affiliates.)

RESEARCH

SIX CRITICAL LANGUAGE SKILLS children need for a good teaching-learning interaction are:
- Attention
- Turn-taking
- Coherence
- Repair (self-correction)
- Listener modification (of message)
- Informativeness

Ref: Ripich, D. *Current Issues in Language Disorders.* Paper presented at the Annual Boston University Conference on Language Development (12th, Boston MA, October 23-25, 1987). Note: This paper is available through ERIC. Request ED 294-384 (31 pages).

SPECIAL EDUCATION COSTS MORE than twice as much as regular education. According to a new study by Decision Resources Corporation, the average student with disabilities received services worth S3,649 plus regular education valued at S2,686 for a total cost of S6,335 during the school year 1985-86.

Source: Line Notes. January. 1989.

ONE METHOD FOR MATCHING ORAL LANGUAGE AND READING INSTRUCTION

BEHAVIOR	EXAMPLE*	SUGGESTED READING ACTIVITIES
1. Names objects, actions, people and animals	1. Go home...pig go...goat...pig...out.	1. Talk about picture books and answer questions with one to two children at a time.
2. Describes objects and actions in sentences, frame by frame, but does not cohere into a story.	2. That's the girl and that's the pig and that's the billy goat. The girl's going over the fence. The girl's talking to the goat. The girl's walking to the gate.	2. Encourage contextualized reading — labels on cans in a grocery or kitchen center, name tags, names of favorite characters or products.
3. Attempt to relate a story based on pictures. Lacks details and coherence.	3. The girl is going — the pig and the goat. The girl climbed over the fence. She came at the gate and she couldn't...she couldn't um find the she couldn't take the goat and the pig. Then she took the goat and the pig. Then she took the goat and they finally fit.	3. Have small group (3 to 6) story time. Encourage retelling the story, asking and answering questions. Give students journals for drawing pictures. Allow time for students to dictate "stories" to be written in the journals.
4. Provides a complete story that includes: ✓ major characters ✓ initiating event ✓ responses ✓ resolution	4. The little girl had a pig and a goat and she and then she couldn't find a gate! And then she climbed over the fence and then she said, "Come on, let's get over." Then the little goat answered, "No," so she find the gate and she opened the gate.	4. Develop a personalized set of sight words with each child. Encourage letter recognition. Allow opportunities for children to make letters in a variety of media (clay, cookie cutters, letter stamps) and for children to locate letters in newsprint or magazines.
5. Tells a complete story with sufficient clarity so that the listener does not need to look at the pictures to understand the story.	5. The little girl was walking with the pig and the goat. She stopped when they got to a fence. She climbed over and said, "Here, goat, you climb over too." The goat didn't climb, so the girl came back. "Well, you lazy goat. What can we do now?" They just walked along until there was a gate. Then they walked through. The end.	5. Use commercial phonics-based reading readiness materials.

*Note: The stimulus for these examples was *Sequence Story #7* from *Pictures Please: An Articulation Supplement* by M. Abbate and N. LaChappelle; available from Communication Skill Builders.

REFERENCES

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Some Speculations about the Relationship between Oral and Written Language., In L. Feagans and D. Farran (Eds.) The Language of Children Reared in Poverty. New York: Academic Press. 1982. Available from Academic Press, 111 Fifth Avenue, New York, NY 10003.

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15

COMMUNICATION THERAPY PROVIDES BASIS FOR EARLY WORDS

Increased recognition of the role of preverbal communication in language development has led researchers to recommend new communication strategies which will help children develop early language. Use of picture cards or line drawings to elicit first words, a previously popular method, is now considered to offer experiences that are too limited and removed from the real world.[1]

Communication Pragmatics Learned First

Children developing language skills learn the pragmatics of communication before acquiring related syntax and semantics. These pragmatics include:

● Ways communication is used (Before the age of one, a child has learned the earliest uses which include requesting objects or actions, greeting, and expressing personal feelings.)[2]

● How to initiate and maintain communicative contact (Proto-conversations, in which the infant and adult take turns gazing and vocalizing, are observed well before the first year and may form the basis for later conversational turn-taking.)[3]

● How to guide the content of a conversation (Preverbal communication begins when joint attention is established on a specific event or object. Throughout the resulting "conversation", the balance of contributions is kept even.)[4]

For children acquiring language normally, these basic pragmatic skills function in two important ways:

1. Repeated successful communication at the preverbal level sets the stage for evolving verbal responses. An example is a

child pointing to a cookie with the resulting response, *Cookie. You want a cookie? Here's a cookie.* Over time, the child associates the word "cookie" with the desired object and eventually begins to point and say "cookie" at the same time. As a rule, the first words that children say will be those for which they already had a gesture.[5]

2. Children knowing the pragmatics of communication at the preverbal level are able to guide adults and older children into conversational interactions from which the children can learn language.[6] An example is the one year old who greets a visitor by handing her a toy. The visitor responds, *Oh, you gave me your duck. That's a duck.* The child removes the toy from the visitor's hand and replaces it with a different one. A year later, the child may greet a visitor by saying, *Look. Here's my duck.* The visitor's response will be at a correspondingly higher linguistic level. *(That's the same duck you showed me last year. That's a duck, all right. I can tell because of its bill and webbed feet. Where does it swim? Does your duck swim with you in the bathtub?, etc.)*

Teaching Goals Involve Environment

Children whose development of verbal communication is delayed may require assistance in learning the underlying pragmatics of communication. This assistance is provided when the child's language teacher (speech/language pathologist, classroom teacher, parent, or volunteer) takes responsibility for the entire environment in which the communication is embedded and helps language to evolve from resulting preverbal

"conversations". The steps for creating these conversations are listed in the inset.

A pragmatics-based method for teaching first words has several advantages:

1. Because children select the activities and guide the interaction, any words learned are guaranteed to be of use and interest to the child.

2. Resulting language-teaching sessions are "ecologically valid", meaning they are working with the child's natural language-learning abilities.

Sample Steps for Teaching Communication Pragmatics

1. Have an array of interesting objects available (music box, noise maker, nested containers, empty cereal box).

2. Following the child's gaze, pick up the object that has attracted interest.

3. Manipulate the object in appropriate ways (opening and closing a box, for example) while describing your actions in single words and two-word phrases (Open, close, open, close).

4. If the child shows interest, repeat the action.

5. Respond to any gestural attempts to participate in the "conversation."

6. Continue until child shows, through gaze or gesture, that interest has waned.

7. If time permits, begin again with Step # 1.

3. The sessions can be designed by a classroom consultant and then implemented by the child's parents and teacher.

Documentation Reflects Communication Progress

Sessions resulting from use of this approach are more dynamic than traditional sessions. As a result, the behavioral objectives must reflect an increase in overall communication skill. The sample objectives on page 4 have been organized to demonstrate the changes a child might make when engaging in the same event over time.

NOTES
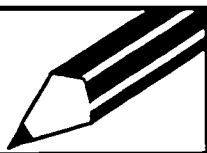
Sometimes, in the rush of paperwork, schedules, and meetings it's easy to forget how valuable our information can be for parents and teachers. Not long ago, I was getting some copies at a commercial copy center. The woman who waited on me responded to some of the material in my folder by telling me that her two-year-old son had Down Syndrome. Within minutes, I had written the following information on a piece of paper and had given it to her:

● Call NICHCY (National Information Center for Handicapped Children and Youth) for information about available resources (1-800-999-5599).

● Check with her school district's Special Education Director for information about any infant and toddler programs and/or preschool opportunities.

● Make certain that her child's pediatrician knows that Down Syndrome children are at risk for conductive hearing loss.

● Contact the local parent support group.

● Request that her school district provide her with suggested activities for helping her child to learn at home.

As we discussed these points, one by one, the woman's comments helped me to realize how important this information was to her. It helped to remind me how useful our services are — something I thought you'd appreciate hearing about this time of year.

Wishing you a happy and productive April!!

— Lyn Weiner

RESEARCH

THREE SEVERELY HEARING-impaired Hispanic preschool children were given opportunities to learn from five different combinations of language and/or teaching systems: oral English, English-sign mix, oral Spanish, Spanish-sign mix, and sign alone. Each child benefitted differently from different learning systems. Results of the study indicate that neither e nor etiological classification by 10uld be used to dictate a specific language/system of instruction. Rather, minority deaf children should be afforded the opportunity to demonstrate which of the potential languages and/or systems are most beneficial to them in learning academic-related skills.

Ref: Luetke-Stahlman, B. and F. Weiner. *Language and/or System Assessment for Spanish/Deaf Preschoolers* in **The Hispanic Deaf: Issues and Challenges for Bilingual Education.** This book may be ordered from Gallaudet College Press, Department H, 800 Florida Avenue, NE, Washington, DC 20002. The approximate price is $12.95 plus $2.25 shipping and handling.

EXCHANGE

Dear Editor,

I read your November **Bulletin** *and wanted to respond to the exchange letter on IEPs. Dallas Independent School District has computerized IEPs. I am enclosing an article written by the program specialist Betty Clark. She can be reached at 214-490-8701.*

Carolyn Burden
MS-CCC/SP
Coppell, Texas

Dear Carolyn,

Thank you for sending the article on IEPs from the Fall, 1987, issue of the **Texas Journal of Audiology and Speech Pathology.** I was especially interested in the fact that the Goals and Objectives "bank" used in the Dallas IEP program has 40 long term objectives and 273 short term objectives. In addition, district clinicians may also use the computer to write their year-end reports. When I spoke with Mrs. Clark about sharing this information with other **Bulletin** readers, she offered to send a sample to readers wishing to begin their own objectives bank. Anyone who already has a large collection of objectives might wish to "trade" her or his set for a complete set from Dallas. Contact: Mrs. Betty Clark, Program Specialist, Speech/Language Pathology, Dallas Independent School District, ED Walker Special Education Center, 12532 Nuestra Drive, Dallas TX 75230.

Dear Lyn,

*Our district uses HBK software for our IEPs. It's good, and leaves room to add your own goals. (Ed. note: HBK Educational Software is in Eau Claire, WI.) I'd appreciate software providing an IEP specifically for Early Childhood Handi-*capped students. Any information on this would help. Thanks for all you do!

Kelli Goldsmith
Port Washington Schools

Dear Kelli,

Thanks for the IEP software information. I'm not aware of any software specifically for preschool, but with the software you have you could probably build your own if you had the early childhood objectives. Possible sources for those include:

Planning Individualized Speech and Language Intervention Programs — This list of over 1600 objectives spans all ages, including early childhood.

Assessing Linguistic Behaviors: Assessing Prelinguistic and Early Linguistic Behaviors in Developmentally Young Children — This non-standardized observation guide provides normative information in five language-related areas.

Developmental Programming for Infants and Young Children — This 5-volume series for use by a multi-disciplinary team is a good resource for developing behavioral objectives.

All three of these materials are available from Communication Skill Builders, PO Box 42050, Tucson AZ 85733.

Dear Lyn,

I use an excellent [IEP] system that is relatively new to the market: SunTool IEP Writer. The program is easy to use (it requires a Macintosh computer) and very fast. It consists of the following categories: Articulation, Vocabulary, Morphology/Syntax, Pragmatics, Voice, and Fluency. Under these headings there are forty categories containing a total of over four hundred objectives. The program is also extendable; the user may add, delete, and replace items. The developers of this program will be glad to send a demo disk: Ivy Sun, Route 2, Box 66, Bedford, IA 50833.

Gerry Lundgren

Dear Gerry,

Thanks for letting us know about this new source for IEP software!

Dear Lyn,

I am currently on a committee to produce a bank of speech/language goals and objectives for the computer. How much easier it would have been for a national committee to set up a national goal bank, rather than agencies, counties and districts across the country struggling along with this task!
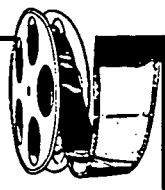
Linda Bekemeier
Eldora, Iowa

Dear Linda,

What a terrific idea!! This national objective bank could list the source of the objective (commercial material, journal article, etc.) and, where appropriate, could organize objectives by developmental age. Readers with access to federal funds, please consider this.

Best wishes,
Lyn Weiner

MATERIALS

NEW AUGMENTATIVE COMMUNIcation charts are now available. This set of three 17" x 22" posters provides attractive displays of information about selecting and getting funding for augmentative communication devices. To receive your set, send $2.00 to cover the shipping and handling costs to: POSTERS, Prentke Romich Company, 1022 Heyl Road, Wooster, OH 44691.

THE CATALOG FOR ACTIVE LEARNing in K-8 Science and Math describes 130 teacher-designed material and kits that engage children in the process of learning. For a FREE copy, write to: Teachers' Laboratory, PO Box 6480, Brattleboro, VT 05301.

PRUEBAS DE EXPRESION ORAL Y *Percepcion de la Lengua Española* is a language assessment tool designed for Spanish-speaking children between 6 and 10 years of age. It's available for $6.67 from: Los Angeles County Office of Education, Kit Carson School, Resource Room, Rm. 2, 3530 West 147th Street, Hawthorne, CA 90250.

INFORMATION

FREE: TWO BOOKLETS, WRITTEN IN clear language and at a low reading level, offer information to parents about services for their children. The titles are: *Guide to Accessing Parent Groups and Community Services and to Record Keeping* and *Parent's Guide to Accessing Programs for ...ts, Toddlers, and Preschoolers with ...dicaps.* You may request this material

in either Spanish or English by calling the National Information Center for Children and Youth with Handicaps at 1-800-999-5599.

NOTE: NICHCY is a federally funded information and referral center for teachers, parents, and anyone else who has questions about a handicapped children or youth.

QUOTE OF THE MONTH

"*One fact is broadly neglected in research design, data collection and in theoretical interpretations of early speech of children. This is the important fact that children already communicate long before they ever utter their first word. As is common knowledge, the nonverbal communication of the infant before its first birthday fulfills most of his communicative needs quite effectively. It is furthermore evident that these nonverbal communicative acts are not suddenly discontinued when the child acquires his first words. In contrast, much of the intended message is still conveyed by nonverbal means during infancy and early childhood.*"

— E. Moerk

CHILDREN WITH DOWN SYNdrome often have language development delays which can be caused by:

- Cognitive deficit associated with the syndrome (this has been traditionally considered to be the primary cause)
- Sensorineural or central hearing impairment related to damage in auditory systems of the brain
- Conductive hearing impairment due to ear infections or structural abnormalities in the middle ear
- Incomplete language training methods
- A combination of the above factors

It is strongly recommended that all children with Down Syndrome receive the following preventive services:

1. Brain stem response audiometric exam within the first two months after birth.
2. Careful ear exams during routine physicals.
3. *Prompt vigorous treatment and monitoring* of ear infections.
4. Referral to an ENT specialist for persistent infections.
5. Speech pathology consultations at nine months or earlier.

This information is from the article *Ear Infections, Hearing, and Language Development*, by

G.A. Lentz, Jr. in the January, 1989, issue of **Down Syndrome: Papers and Abstracts for Professionals.** This quarterly newsletter is available for $10/year from the Down Syndrome Center. Send subscription requests along with payment in US funds to: **Down Syndrome: Papers and Abstracts for Professionals,** Subscription Office, 200 Rabbit Road, Gaithersburg, MD 20878. Editorial contributions are welcome and should be sent to: Dr. George A. Lentz, University of Maryland School of Medicine, Department of Pediatrics, Room 1140 Carter Center, Baltimore, MD 21201.

TEACHING IDEAS
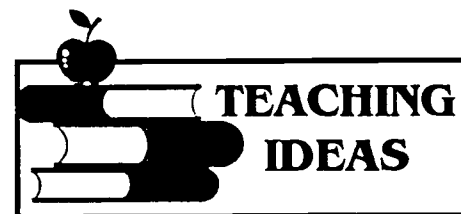
Children learn first words from their interactions with the surrounding environment. The following suggestions have been adapted from **Language Development and Language Disorders** by Lois Bloom and Margaret Lahey.

TO HELP CHILDREN LEARN NAMES of objects (existence):

✓ Place an object under a small blanket and remove it with a flourish while saying its name *(Bear! There's a bear!)*

✓ Use a flashlight to highlight objects in a darkened room. Name each one as it is lighted.

✓ Remove objects, one by one, from a paper bag, naming them as they appear.

TO HELP CHILDREN LEARN TO SAY "more", "another" or "again" (recurrence):

✓ Find a toy your child needs your help to operate (a wind up animal, music box, or fancy spinning top). When the child indicates a desire for you to repeat the action that operates a toy, say *More_____?* (or _____ *again?*) and do as the child has indicated.

✓ Stack blocks or line up objects with the child.

✓ Look at a catalog or book together.

✓ Fill containers with sand or water by using a smaller container as a scoop.

TO HELP CHILDREN LEARN WORDS for location (locative action):

✓ Place furniture in a doll house. Discuss where you and the child are placing items. *Chair. Corner. You're putting the chair in the corner.*

✓ Use wooden blocks as props for play with small cars and trucks.

✓ Tie shoe boxes to an oatmeal carton to make a train. Load stuffed animals and objects as passengers on the train.

SAMPLE OBJECTIVES TO USE WHEN HELPING CHILDREN DEVELOP LANGUAGE SKILLS FROM ENVIRONMENTAL INTERACTIONS

CHILD'S NAME: OBSERVER:

Objective 1: Performance	Objective 2: Performance	Objective 3: Performance	Objective 4: Symbolic Language
PRIMARILY VISUAL/MOTOR/TACTILE BEHAVIORS			
Allows head to be turned to keep objective in view.	Turns head away from midline to keep object in view.	Turns head toward midline to keep object in view.	Turns head in response to "___(Name)___, look."
Watches as instructor pushes lever to obtain candy from box.	Examines box when given by instructor.	Pushes lever to obtain candy.	Opens box in response to "open."
Consistently responds negatively to stimulus presentation.	Allows instructor to take hand through process of pushing item away.	Pushes away undesired item independently.	Says or signs "no."
Watches as instructor winds up toy, turns on music, etc.	Indicates interest in having object activated.	Makes consistent gestural request to have object activated.	Makes symbolic word or sign for "do."
PRIMARILY AUDITORY/VOCAL BEHAVIORS			
Attends while instructor makes noise with 3 different objects.	Uses object to make noise if placed within reach.	Demonstrates consistent preference for one object by reaching for it.	Makes symbolic one-word or sign request for object.
Allows instructor to move hand to side and grasp object which made noise.	Reaches for the object which made noise when instructor taps it.	Reaches for toy on the same side as the noise heard.	Turns and reaches toward the sound source.
Passively allows fingers to be closed over object and moved.	Makes independent movement after fingers close over object.	Independently makes reaching, grasping movement.	Reaches for object when named and presented with one other object.
Allows object to be released by having fingers pulled away.	Releases object in response to having hand touched.	Releases object in response to open hand presented.	Gives one of two objects when named.
Passively allows appropriate use of 2 distinct objects (e.g., light switch, rattle).	Continues appropriate movement after imitating it.	Independently uses appropriate motion with object.	Performs function in response to the word (for example, "shake").
INTERPERSONAL BEHAVIORS			
Shows signs of stress during activity.	Allows instructor to place hands in gesture to request activity cessation.	Makes consistent gestural request for activity cessation.	Makes symbolic one-word or sign request for "no."
Shows signs of pleasure during activity.	Allows instructor to take hand through gestural request for activity continuation.	Makes consistent gestural request for activity continuation.	Makes symbolic one-word or sign request for "more."
Shows awareness of difference between "outside" and "inside."	Anticipates daily outside recess.	Makes consistent gestural request for outside.	Makes symbolic one-word or sign request for "out."
Enjoys being rocked, tickled, etc.	Responds to being rocked, tickled, etc., by smiling and vocalizing.	Smiles and vocalizes in order to be rocked, tickled, etc.	Smiles and vocalizes in response to person talking.
Shows signs of pleasure at being lifted up.	Allows instructor to take body through gesture requesting "up."	Makes consistent gestural request for "up."	Makes symbolic one-word or sign request for "up."
Shows sign of pleasure if hands placed under running water.	Allows instructor to place hands or body in the gesture for requesting "on."	Makes consistent gestural request for "on."	Makes symbolic one-word or sign request for "on."
FOOD-RELATED BEHAVIORS			
Allows food to be placed in mouth.	Anticipates food by opening mouth.	Makes consistent gestural request for more food.	Makes symbolic one-word or sign request for "more."
Consistently responds negatively to certain foods.	Allows instructor to take hand through process of pushing food away.	Makes consistent gestural request for food to be removed.	Makes symbolic one-word or sign request for "no."
Allows food to be placed in mouth.	Opens mouth when spoon is placed adjacent to lips.	Opens mouth when food is placed in front of mouth.	Follows direction "open" or "open mouth."
Swallows liquids.	Grasps liquid container with help.	Reaches for liquid container.	Makes symbolic one-word or sign request for "juice" or "drink."
Indicates preference for one particular food.	Reaches for particular food when it is pushed in front of other food items.	Makes consistent gestural request for a particular food.	Makes symbolic one-word or sign request for food name, such as "cookie."

To use this form when documenting progress, place the date behavior was observed in the box provided

REFERENCES:

1. Muma, J. Language Handbook: Concepts, Assessment, Intervention. Englewood Cliffs, NJ: Prentice-Hall. 1978.

2. ...alladay, M.A.K. Learning How to ...London: Edward Arnold. 1975.

...cShane, J. Learning to Talk. New York: Cambridge University Press. 1980.

4. MacDonald, J. and Y. Gillette. Quarterly Report RF Project 763762/715609. The Ohio State University Research Foundation. 1984. *A new material based on this work is now available through Communication Skill Builders. Look for ECO: An Ecological Communication Program by MacDonald and Gillette.*

5. Bloom, L. and M. Lahey. Language Development and Language Disorders. New York: John Wiley & Sons. 1978.

6. Arwood, E.L. Pragmaticism: Theory and Application. Rockville, MD: Aspen Systems. 1983.

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C5

Syndactics

NEW MODEL OFFERS METHOD FOR CLOSING LEARNER/LANGUAGE GAP

Students not working up to grade level may suffer from a lag between their level of language skills and the level of language used by the classroom teacher. The subject of much recent research, this learner/language gap has been attributed to a variety of social, cultural, and developmental factors which affect the growth of important "school readiness" language skills. Examples are:

● *decontextualized language*, the ability to talk about objects and events not immediately present in the environment.[1]

● *sentence complexity*, the ability to use dependent clauses.[2]

● *text processing*, the ability to comprehend meaning developed over a series of sentences.[3]

● *story grammar*, the internalized information about how a story "works" that aids comprehension.[4]

● *narrative skills*, culturally-based rules for allowing speakers and listeners to take long "turns".[5] (See the January, 1989, **Bulletin** for a front page article on narrative skills.)

Richness of Information on Language and Learning Poses Difficulty

The sheer volume of current information on the language needs of students may pose problems for professionals who must frequently read and synthesize information on their own time. Willing to implement changes, these professionals face uncertainty concerning aspects of language to select for facilitation, a necessary step within the traditional language remediation

model. Those asked to offer classroom-based assistance additionally encounter limitations on the amount of teacher time that can be devoted exclusively to language development activities, a situation that further reduces the possible number of language goals that can be introduced.

K-TALK Model Represents Departure From Traditional Approaches

A model originally developed as the basis of a kindergarten language kit offers far-reaching implications for use in matching classroom language with learner needs. Based on the normal language-learning process, it differs from traditional remediation models in three important ways.

✔ **It is a process rather than a product model.**

Instead of targeting particular language structures for remediation (a *product* approach), use of this model allows categorization of the learner's development by one of seven *processes* which reflect the maximum language acquisition strategy being used. These processes are:

- Having actions described (Red)
- Child-to-adult conversations (Orange)
- One-to-one peer conversations (Yellow)
- Small group description of experiences (Green)
- Small group discussion of new information (Blue)
- Clarification and correction of information (Indigo)
- Evaluation of information and prediction (Violet)[6]

To use this process model, the speech/language pathologist determines the level of a student's language development and organizes the environment so that students may receive information at this level. Product goals (sentence structure, vocabulary, etc.) are learned as a function of interactions.

✔ **It allows a student to learn language and curricular content at the same time.**

Since the emphasis is on the process — *how* the student receives the information — teachers are free to select the content —

what information the student receives. To teach math at the Red level, for example, teachers describe student interactions with small objects for sorting and categorization. For math at the Yellow level, centers appropriately equipped (small objects, ruler, measuring cup, balance scale, different sizes of paper, etc.) support peer interactions about the materials. For children at the Violet level, the teacher might introduce a theme. *(The circus is coming to town. Where will the animals stay? How big an area will they need? What foods do they eat? Who will feed them?)* Awareness of each student's maximum learning process allows teachers to plan lessons at the appropriate level. As students are learning content, they also are receiving the language experience necessary to help them move to the next process.

✔ **It allows a fairly quick assignment to one of the levels.**

Instead of requiring a lengthy evaluation to determine a student's language age, this model allows the teacher or speech/language pathologist to tentatively place a child within one of the seven levels on the basis of observation and classroom interaction. The chart on page four provides some behaviors associated with each level along with suggested teaching strategies.

K-TALK Model Allows Match of Instructor/ Learner Language Level

By matching teacher behavior and learner language level, educators can teach content and language simultaneously, provided their planned lessons meet these additional criteria:

1. The lessons consist of broad, experienced-based activities rather than paper-and-pencil assignments such as worksheets.
2. The interactions reflect the real world and are not contrived.
3. The activities are of interest to the students.

Students in classes that provide these kinds of activities should demonstrate growth in language as well as content areas.

NOTES
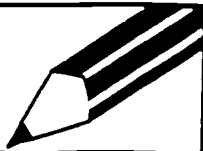
This last full month of the school year brings a feeling of achievement to many. Here at Syndactics, that feeling is especially strong this year.

A few years ago, we were approached by a major publishing company to develop a kindergarten language kit for use by a classroom teacher supported by a consulting speech/language pathologist. Such a kit would need to:

- Reflect major research on language and kindergarten success.
- Contain attractive materials for teaching curricular objectives and language at the same time.
- Provide both group and individual language screening instruments.
- Offer an easy-to-use method for clearly documenting progress.
- Include specific information for both the speech/language pathologist and the teacher.
- Be fun for both the children and the teacher.

The challenge was irresistible! Three Syndactics consultants joined forces to design the proposed kit. By July, 1986, an outline of the complete kit was submitted to the publisher. After approval the actual work of writing this massive project began. I am pleased to report that **K-TALK** (Kindergarten-Teacher Administered Language Kit) is receiving its final touches at the publishers and will be available for distribution by fall. We have received permission from the publisher to distribute the pre-publication announcement that is enclosed with this issue. In addition, this month's front page article encapsulates for you the essence of the outcome of those three years.

This mailing of the **Bulletin** and **Information Edge: Language and Language Disorders** concludes our schedule for this school year. Your next issue will be September, 1989. If you move over the summer, be sure to send your change of address. The post office will not normally forward your **Bulletins** and we'd hate to lose track of you. Best wishes for a wonderful summer!

Lyn Weiner

RESEARCH

CHILDREN AS YOUNG AS THREE years of age begin correctly interpreting some passive sentences. Two factors apparently affect accuracy:

1. Children performed better when one noun in the sentence was animate (a person or animal) and one was inanimate. This allowed the actor role to be assigned to the animate noun regardless of its position in the sentence.
2. When both nouns were either animate or inanimate, use of some verbs yielded higher correct responses than others. The mean percentage of correct responses for forty children ages 3 - 5 varied from 80% to 36%. In order of rate of accuracy, the verbs tested were: *chase* (80%), *push* (78%), *bump* (74%), *wash* (63%), *hit* (61%), *followed* (36%).

Ref: Lempert, H. *Extrasyntactic Factors Affecting Passive Sentence Comprehension by Young Children*, Child Development, 1978, Vol. 49, 694-699.

PARENTAL INFORMATION REGARding a child's language development was found to be a valid indicator of expressive language for 2-year-old children. The results of the Expressive Language scale of the Minnesota Child Development Inventory (a parent-response instrument) were compared with the scores obtained from administering the Sequenced Inventory of Communication Development to 57 children between 23 and 28 months old. The outcome of both procedures was similar. In addition, the MCDI was actually better at predicting sentence length of the children.

Ref: Tomblin, B., Shonrock, C. and Hardy, J., *The Concurrent Validity of the Minnesota Child Development Inventory as a Measure of Young Children's Language Development*, Journal of Speech and Hearing Disorders, 54, 101-105. February, 1989.
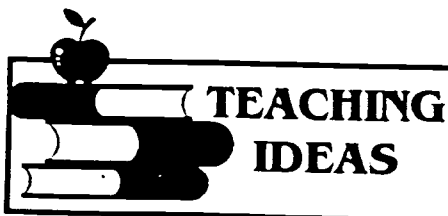
TEACHING IDEAS

WHILE WAITING FOR THE BELL, play "sentence chain." Indicate a student to give the first word in a sentence. In an order determined by the seating arrangement, each student provides a word until the sentence is complete.

TO ENCOURAGE LISTENING, TELL students you will leave out important information as you give directions. Invite students to determine what was left out.

FOR PRACTICE ON SEQUENCING, make origami paper figures with your students. Talk about each action as you perform it, then ask them what was done "first", "next", "last", etc.

WHEN YOU READ A STORY TO YOUR primary children, leave out words and let them guess what comes next. This helps them to develop the predictive comprehension necessary for reading success.

EXCHANGE

Dear Lyn,

Occasionally a journal article will mention placement of a school-age student into a Language Development Class. In my area of New York State such classes do not exist. Instead students with speech/language problems are placed in a "mildly-handicapped" or a "moderately-handicapped" class. I feel several of our district's students would be better served by a Language Development Class and am in the process of contacting area therapists to see if they too have students in the same situation. Since I may need further evidence to convince administrators that such classes are needed and are successfully used in other areas, I'm asking if you or other readers have information about such classes.

Jane A. White
Remsen Central Schools

Dear Jane,

There is an outstanding oral language disorders class in one of the Phoenix school districts. According to the Arizona State Dept. of Education publication Quality Programs and Practices, you can obtain information about this program from Connie McCarthy, Washington School District, 8033 North 27th Ave., Phoenix, AZ 85021. (602) 995-1801. The best source I know for comprehensive information is the ERIC database. You can generally request a computer search through a local

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library or state department. If this is not possible, the Council for Exceptional Children will conduct an ERIC search for $45.00 ($35.00 for members). To request a search, call (703) 620-3660 and ask for Janet Drill. She will talk with you long enough to get an idea of what you are looking for, then will send you 50 abstracts on that topic.

Readers, if you have information, please send it to: June A. White, RD 1, Box 12 A, Remsen, NY 13438. Best wishes to you on this worthy project.

Lyn W.

Dear Ms. Weiner,

I want to develop a curriculum for a language/communication class to meet the needs of communicatively disordered and/or learning disabled adolescents in middle school (7th and 8th graders.) I am trying to move away from the traditional pull-out scheduling model of offering a class for which students will receive credit. In order to "sell" this idea to administrators I want to have a well-thought out curriculum which offers different techniques/strategies/content than already being provided by the school's current Language Arts curriculum. Do you know of any resources that would help me plan this? Also, I am interested in learning methods of assessing progress and determining grades for such a class. Thank you.

Jeannie Botelho
MS CCC-SP
Centennial School District

Dear Jeannie,

This topic will be the subject of our September front page article, written by expert Charlann Simon. Designing classes for communicatively disordered adolescents is an exciting concept and one that is gaining support around the country. Rather than having to leave another class, students simply plan the communication class as part of their schedule. In my opinion, the key resource is Classroom Communication Screening Procedure for Adolescents (CCSPEA) by Charlann S. Simon. This 176-page book contains the rationale for à classroom, the complete screening procedure for selecting the students, and sample lesson plans. For order information, write or call: Communi-Cog Publications, PO Box Tempe, AZ 85285. (602) 839-5507. other excellent materials, request a

FREE catalog from: Thinking Publications, 1731 Westgate Road, P.O. Box 163, Eau Claire, WI 54702-0163.

For important research as well as sound teaching suggestions, use A Speech-Language Pathologist's Guide to Language and Learning Disabilities by A. Gerber and D. Bryen, available from ECL Publications, 708 West Solano Drive, Phoenix, AZ 85013.

I'm adding your name to the ACD network, which will be receiving a private mailing sometime next year. Hope this information is useful.

Lyn W.
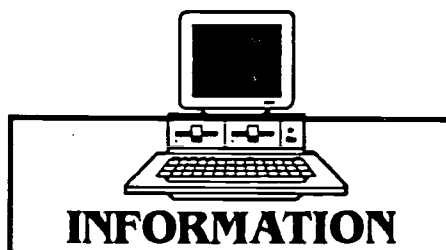
INFORMATION

A COMPLETE, INFORMATIVE SPEcial education newsletter published by the California Department of Education offers general information as well as specific news on California activities and legislation. This publication is FREE to California residents and available for $10.00/year to others. Request The Special EDge from: Resources in Special Education, 900 J Street, Sacramento, CA 95814-2703.

FREE: A TRIAL SUBSCRIPTION TO CompuServe can be requested from the IBM/Special Needs Exchange. Sponsored by the IBM Corporation, the Special Needs Exchange utilizes CompuServe Information Service to provide information on special education software, hardware, and related technology. To request a New User Information Package, call or write Jack Moore at IBM/Special Needs Exchange, PO Box 18707, Washington, DC 20036. (703) 439-1492. Note: This is a new address for IBM/Special Needs.

THE NATIONAL CLEARINGHOUSE on Bilingual Education (NCBE) is searching for materials used with Limited English Proficient (LEP) students. If you have developed any materials and would like to share them through the NCBE database, send a sample to: NCBE, 8737 Colesville Road, Suite 900, Silver Spring, MD 20910.

THE ASSOCIATION FOR PERSONS with Severe Handicaps (TASH) has five new publications concerning deaf/blind

persons. For more information, contact John Reiman, TASH T.A. Project, Teaching Research, 345 Monmouth Ave., Monmouth, OR 97361.

PRO-ED HAS ACQUIRED THE speech-language pathology, audiology and special education product line formerly published by Interstate Printers and Publishers, Inc. Any products you have ordered from Interstate in the past should now be ordered from: PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758. (512) 451-3256.

MATERIALS
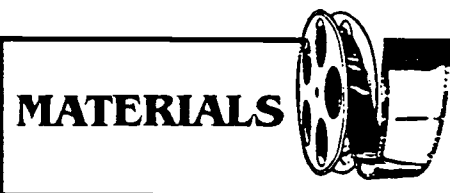
FOR STUDENTS NEEDING WORK ON prefixes and suffixes of words, an outstanding resource has been developed. Morph-Aid consists of 124 pages of word lists, drill, and exercises. It's available for $15.95 from: Circuit Publications, PO Box 43072, Cincinnati, OH 45243.

BULLETIN SUBSCRIBER NELLIE K. Edmonston has developed the Test of Relational Concepts (TRC) with Nancy Litchfield Thane. Individually administered in 10 - 15 minutes, the TRC tests 56 relational concepts of children ages 3.0 to 7.11. For more information, request a FREE catalog from: PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757.

TO PREPARE CHILDREN WHO WILL be getting ear tubes, this charmingly illustrated book explains what happens before, during, and after the surgery in language a child understands. Chris Gets Ear Tubes, a 48-page papercover book, is available for $4.95 from: Gallaudet University Press, Box 89, 800 Florida Avenue, NE, Washington, DC 20002.

A VIDEOTAPE SERIES OF FOURTEEN segments (three tapes) addresses the topic of the severely communicatively handicapped child in the classroom. Each set comes with an Inservice Instructor's Packet, an Inservice Manual, and Inservice Summaries. Available for $75.50 for the three-tape set from: the National Clearing House of Rehabilitation Training Materials, 115 Old USDA Building, Oklahoma State University, Stillwater, OK 74078-0433.

MATCHING TEACHER AND LEARNER LANGUAGE: ONE METHOD

To use this chart, observe a student or class of students until you determine the most likely level of student language. Use the information about suggested teaching strategies to design a trial lesson. Watch for student or class response to the lesson. *Remember: This chart only provides a broad guideline for matching and may not be exact in all cases.*

COLOR	STUDENT BEHAVIOR	SUGGESTED TEACHING STRATEGIES
Red	Mostly silent. Gives many single word responses to questions. Has rare verbal interactions with peers. Teachers get sense of trying to "drag" verbalization out with questions and coaching. May kick and/or hit.	Offer manipulatives that students can explore while you describe their actions (small objects, blocks, puzzles, shells, wallpaper samples, fabric squares, buttons, etc.)
Orange	Talks in simple sentences. Requires much listener help to make sense of intended message. May ask one question many times. Most comfortable talking situation is a conversation with an adult about actions or events present in the immediate environment.	Provide opportunities for one-to-one conversations about actions or events present in the room by talking to children individually at centers or during construction activities.
Yellow	Communicates well with peers. Talks freely (perhaps too much). May demonstrate inappropriate group behavior — talking out of turn or off-topic. Uses simple and compound sentences.	Organize centers that facilitate peer interactions. Make materials age-appropriate and interesting (cookie cutters and clay for very young children, a paper airplane construction book for adolescents).
Green	Can provide a sequenced series of sentences in response to a general question: *What happened? How did you make that? What do you do with a _____?* Uses words that reflect awareness of sequences of events: first, next, then. When shown illustrations and asked to tell a story, strings sentences together with "and" and "and then".	Help students discuss and sequence their own experiences. Help them dramatize famous events in history, photograph or draw events in nature, make transportation murals, etc. Talk with them about what they are doing, what they just did, and what they will do next.
Blue	Uses complex sentences when relating events. Responds to "what if" questions. Can make up and tell a story on request. After listening to a story, can retell events with detail. *(This is the level presumed by many publishers of commercial curricula for kindergarten.)*	Capitalize on student ability to use language to learn about things not directly experienced. Hold discussion groups on a variety of topics. Ask thought-provoking questions.
Indigo	Takes responsibility as a listener in a group. Requests clarification if not certain of information. Can relate a complete story so a listener knows exactly what happened and does not have to ask questions to get important details.	Offer frequent opportunities for students to request clarification. Praise students who do so. Keep a collection of barrier games or other talking activities for students to use in pairs.
Violet	Plans and carries through on projects independently. Reflects on actions of self and others. Evaluates outcomes.	Facilitate project planning by asking leading questions about the proposed activity. Help students think a project through before beginning.

NOTE: *Some children may go through all seven levels of this model by age seven. Other students may remain at early levels of the model throughout their school career.*

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2. Loban, W. Language Development: Kindergarten through Grade Twelve. Urbana, IL: National Council of Teachers of English. 1976. The address for information about this report is 1111 Kenyon Road, Urbana, IL 61801.

3. Sulzby, E. *Young Children's Concepts for Written Text.* in K. Durkin (Ed.) Language Development in the School Years. Cambridge, MA: Brookline Books. 1986. The

address for information about this book is P.O. Box 1046, Cambridge, MA 02238.

4. Stein, N. *How Children Understand Stories: A Developmental Analysis,* in L. Katz (Ed.) Current Topics in Early Childhood Education. Norwood, NJ: Ablex. 1979. The address for information about this book is 355 Chestnut Street, Norwood, NJ 07648.

5. Milosky, L. *Narratives in the Classroom* in D. Ripich (Ed.) Seminars in Speech and Language. 8. 329-343. November, 1987. The address for in-

formation about this journal is Thieme Medical Publishers, 381 Park Avenue South, New York, NY 10016.

6. Weiner, C., J. Creighton, and T. Lyons. K-TALK: Teacher Administered Language Kit. Tucson, AZ: Communication Skill Builders. The address for information about this kit is P.O. Box 42050, Tucson, AZ 85733.

C S

Syndactics

PRESCHOOL LANGUAGE LEARNING PLACED "AT RISK" BY PUBLIC SCHOOL METHODOLOGY

Recently, experts have expressed concern that the creation of quality preschools in the public school setting may be sabotaged by hidden faulty assumptions about how preschool children learn (Warger, 1988). Already in place in several states, preschools for "at risk" or disadvantaged students consistently target language development as a primary outcome. Whether or not language is learned depends largely on the types of interactions available.

Currently, there is an increasing risk that the newly-developed preschools will reflect assumptions based on teachers' and administrators' work with older students. As a result, administrators and teachers may unknowingly structure environments that impede language learning rather than facilitate it. The preschooler is then faced with the difficult task of fitting language learning interactions into a non-language learning environment. One way to guard against this situation is to make explicit the assumptions underlying decision-making, and to present information to the contrary.

Evaluation Criteria Show Whether Purpose is Appropriate for Preschool

Faulty Assumption #1: The purpose of the preschool program is to teach discrete skills that can be evaluated by testing students.
Generally, a program's evaluation instrument can provide clues concerning the assumptions of the purpose for the preschool (Takanishi, 1979). With older students, effectiveness is often measured by increase in school achievement and/or IQ scores. Preschool programs using such product-based evaluations should check to make sure the focus is not too narrow. While older children may productively spend time learning specific predetermined objectives, the purpose of preschool is much broader: to help the child begin

creating a structure for organizing personal experiences (Elkind, 1988). When a child's organizational structure makes use of language, new linguistic forms (concepts, prepositions, colors, number, etc.) are acquired as one outcome of the overall learning. Even though children who are taught to organize their experiences will also learn language, the reverse is not true. That is, children who are taught isolated words and concepts will not know their relevancy to personal experience.

An alternative to product-based evaluations is a process evaluation such as **Integrated Components of Appropriate and Inappropriate Practice for 4- and 5-Year-Old Children**, available through NAEYC (Bredekamp, 1987). Such evaluations emphasize the use of developmentally sound procedures and (appropriately) de-emphasize measurement of child growth in predetermined areas.

Faulty Assumption #2: Learning interactions are verbal. What is said is automatically heard; what is heard is understood.
This is not a valid assumption for preschool children because they learn through experiences with objects and other manipulables. Unlike older children who may learn through listening, preschool children demonstrate a learning style that is heavily dependent on opportunities for direct, individual experience. Characteristics of this style include:
● *intrinsic motivation* to engage in activities that consist of organizing and explaining the world (Condry & Koslowski, 1979)
● *structural imperatives* that guide a child toward experiences essential to the development of specific concrete operations (e.g., quantitative thinking) (Elkind, 1987)
● *permeable learning,* a total response to a single experience, which allows simultaneous learning of skills across categories (math, science, social studies) (Elkind, 1987)
● *fundamental learning,* the learning that is genetically driven and is basic to our survival as humans. Children learn through exploring an experience with all their senses and combining these experiences into more complex structures (such as attributes of objects). The steps involved in

fundamental learning are to explore, manipulate, and conceptualize the object, quality or relationship (Elkind, 1987)
● *social learning,* which takes place when preschoolers interact with peers and are given guidance in personal problem-solving (McGinness, 1982).

Teachers As Enablers of Individual Learning

Faulty Assumption #3: Children learn only from the teacher. Group presentation of information allows the maximum contact with the teacher, and so should be frequently utilized.
Teachers should function as *enablers of individual learning*. Preschool children by themselves or in small groups can independently learn from the material or activity selected by the teacher. The key functions of a preschool teacher are to:
● Design and maintain an enabling environment (Tough, 1982) that allows children to safely make independent discoveries
● Teach and facilitate productive social interaction, including peer conversations (Krasner, 1975)
● Be available for one-to-one verbal interaction about the student's thoughts and discoveries (Tough, 1977). "Positive and frequent verbal interaction with an adult around a joint activity of cognitive significance is a component of all programs that produced gains of any duration in disadvantaged children" (McGinness, 1982, p 227).

Traditionally, teacher definitions for effective teaching methods have included speaking to children in groups, selecting a single activity for the class, and holding discussions on topics. One pervading difficulty for teachers transferring from older groups to preschool classes is that the methods most effective for this age group do not match these teacher definitions for "teaching." Consultants assisting the development of preschool language programs may use the categories and activity described on page four to help teachers become aware of the importance of one-to-one conversations with students. Once comfortable with this aspect, teachers may show an interest in making other classroom changes.

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NOTES
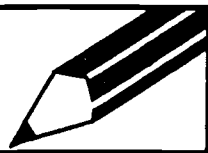
Welcome to a new school year! If you are returning to a different situation from the one you left last fall, you apparently have company. Change appears to be the norm as districts respond to newly-defined student language learning needs by

- expanding service delivery models
- increasing language facilitating environments
- revising early childhood curricula
- increasing the age range of children being served
- extending the language knowledge of classroom teachers

Central to these changes is the expansion of the roles and responsibilities of the public school speech-language pathologist. Whether perceived as frightening or exhilarating, this shift in roles requires more information support than ever before, something that we here at Syndactics look forward to providing for supportive staff, administrators, and classroom teachers. The front page articles for the fall issues reflect this interest:

October — assertive discipline and its effect on language-delayed students.

November — collaborative programming for at-risk adolescents. Responses to questions posed by the Adolescent Communication Network.

December — new methods for determining which questions are most helpful for students and which are the hardest to answer.

Other changes are taking place as well. By doubling our size last January, we have created the need for a rate increase. Happily, the rates will not be doubled as well. Better yet, as a current subscriber, you have the option of extending your subscription by up to 36 issues at the former rate. You can also invite a colleague to join at the same low resubscription rate. Details are explained on the cards enclosed with this issue. If you are a reader of a legally reproduced subscription, you may also participate in this offer by requesting the cards from the **Bulletin** offices.

Special thanks to the many readers who took time over the summer to catch us up on your activities and concerns. We continue to feel that **Bulletin** readers are those at the forefront of their chosen professions, and look forward to meeting your continuing information needs. Have a terrific school year!

Lyn Weiner

TEACHING IDEAS
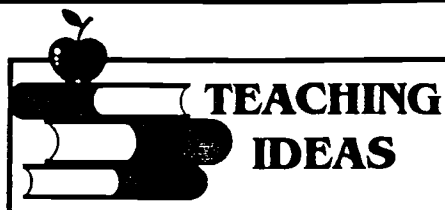
USE BOOKS ON TAPE, AVAILABLE in most chain book stores, as the basis for lessons on listening strategies for adolescent students. Depending on your particular goals, you can ask students to:

• raise their hands as soon as they hear something they don't understand.

• listen to five minutes of the tape, then summarize (or, listen and take notes before summarizing).

• answer questions about the story setting, the appearance of the characters, or other information not explicitly given in the story.

• make up questions about the story to ask another student.

TO INCREASE COOPERATIVE COMMunication among preschoolers, glue a 3 foot square piece of net to a cardboard frame and prop it between two students. Give one child a large plastic darning needle with colorful yarn in it. As one child pushes, the other child pulls the needle through. Discussion evolves naturally as children work together to make a design.

HELP PRIMARY CHILDREN INcrease listening skills by inviting them to illustrate a story or paragraph that you read to them. This method also allows you to quickly screen the language skills of your students. After students have drawn their pictures, ask them to tell you about each illustration. To document growth in language skills, engage students in this activity on a regular basis and date the illustrations.

EXCHANGE

Dear Lyn,

Would it be possible for you to publish a list of speech and language journals with their addresses? I often see reference to many journals that are not available in my local library. For example, I would like to know where to contact the following *(list given in response)*. These were just some of the publications referred to in Information Scan.

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Loretta Slovin

Dear Loretta,

Good news! Several of the journals that you listed are covered by an agreement with the UMI Article Clearinghouse. For $10.75, you may request a copy of any article that has appeared in the journal after the date listed beside the journal name. You may use your credit card number or a district purchase order number to place a phone order. Call 1-800-732-0616 and give the name and author of the article, as well as the journal name and the issue in which was published. If you are not certain of all this information, you may still call and request assistance in locating the article. Of the journals you listed, the following are available through UMI:

Journal of Child Language (from 1974)

Child Development (from 1930)

American Journal on Mental Retardation (from 1962)

Journal of Learning Disabilities (from 1968)

The journals listed below are not available through UMI, so it is necessary to contact the publisher directly:

Journal of Autism and Developmental Disorders
Plenum Publishing Corporation
233 Spring Street
New York, NY 10013

Augmentative and Alternative Communication
Williams and Wilkins
428 East Preston Street
Baltimore, MD 21202

Augmentative Communication News
One Surf Way #215
Monterey, CA 93940

**Journal of Pragmatics**
Elsevier Science Publishing Co.
52 Vanderbilt Avenue
New York, NY 10017

Journal of Childhood Communication Disorders
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Child Language Teaching and Therapy
Cambridge University Press
32 East 57 Street
New York, NY 10022

Thanks for alerting us to this important information need.

Lyn Weiner
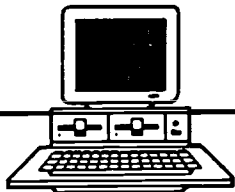
INFORMATION

FREE: CLINICALLY SPEAKING IS a quality newsletter for the public school speech/language pathologist that is written and published by the staff of Western Hills Area Education Agency. To get your name on the mailing list, write to Mark Monson, Supervisor, Clinical Speech and Language, Western Hills Area Education Agency, 1520 Morningside Avenue, Sioux City, IA 51106.

PL 100-297 (HAWKINS-STAFFORD Elementary and Secondary School Improvement Act) has authorized the new Even Start program to fund projects promoting family involvement in education. A booklet describing the program is available FREE. Contact your regional Chapter I center or write to: Office of Compensatory Education Programs, US Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

THE NATIONAL EARLY CHILDhood Technical Assistance System (NEC*TAS) offers information about curricula, materials, and effective strategies for early childhood programs. A complete list of publications is available FREE from NEC*TAS, Frank Porter Graham Child Development Center, University of North Carolina, CB #8040, 500 NCNB Plaza, Chapel Hill, NC 27599-8040.

EdLINC, A NEW FREE ELECTRONIC information service for educators is scheduled to begin operation this month. A database of educational materials and products, EdLINC can be accessed by calling a toll-free number or by using a personal computer. Additional planned services include a monthly newsletter, a member directory, and an annual national convention. For more information, contact: EdLINC, P.O. Box 14325, Columbus, OH 43214. (614) 771-0722.

MATERIALS
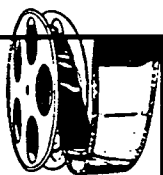
THOSE HARD-TO-LOCATE MANIPU-lables are now available through a new company started by teachers. Examples:

- **What Comes Next?**, a sequencing kit composed of 7 vinyl pattern strips, 12 miniature plastic clips, 6 brown and 6 pink babies, 12 flies, and 3 sorting cups available for $13.95.
- **Shape-Along**, a collection of 7 picture books, 1400 pre-cut shapes, 10 containers, and complete instructions on helping children to build pictures from shapes for $27.95.

For more information, write to Ruth Ingram, Concepts to Go, P.O. Box 10043, Berkeley, CA 94709.

CLEVER ARTWORK STIMULATES verbal description and sequencing skills in two full-color books. **Moonlight** pictures every aspect (six illustrations per page) of a little girl's evening activities. The companion book, **Sunshine**, illustrates her morning routine. The two book set is available for $6.95 plus $1.50 shipping and handling from: Imaginart Communication Products, 25680 Oakwood Street, P.O. Box 1868, Idyllwild, CA 92349.

QUOTE OF THE MONTH

❝Language competence grows incrementally through an interaction of writing, talking, reading and experience, the body of resulting work forming an organic whole.❞

— A Language for Life: The Bullock Report

PROUD MOMENTS: THE NAVAJO Way of Healing is the title of a 57-minute video tape about St. Michaels, a school which serves 130 Navajo handicapped children. The documentary is available for rent ($25.00) or purchase ($149.00) from: Treehaus Communications, P.O. Box 249, Loveland, OH 45140.

RESEARCH
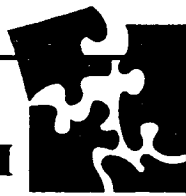
EARLY MEASURES OF ORAL LANguage skills are good predictors of later reading difficulties. Forty-six of 175 children tested over a two-year period later scored very poorly on a standardized read-

ing test. Of these 46 children, 32 (68%) had been identified as potential problem readers by an oral language test battery.

Ref: J. Liebergott, P. Menyuk, M. Chesnick, and B. Korngold, *Language Processing Abilities and Reading Achievement in Children*, presented at the American Speech-Language-Hearing Annual Convention, Boston, MA. 1988.

DURING THE FIRST FIVE YEARS OF implementation of PL 94-142, speech and language therapy caseload size dropped 68%. During the 1976-77 school year, the ratio of students to speech/language pathologists was reported to be 71:1. By the 1980-81 school year, that figure had changed to 48:1.

Ref: N. Zill, **The School-Age Handicapped.** Washington, DC: National Center for Educational Statistics. 1985.

PRESCHOOL LANGUAGE DELAYED children use utterances approximately one morpheme shorter than those of normally-developing peers. However, both groups increase their utterance length at the same rate, approximately one morpheme per year.

Ref: T. Klee et al., *A Comparison of the Age-MLU Relation in Normal and Specifically Language-Impaired Preschool Children*, **Journal of Speech and Hearing Disorders**, Vol. 54, 226-233. May, 1989.

THREE EDUCATIONAL MANAGEment strategies useful to hearing-impaired students are:

1. Emphasizing listening and auditory skills during all classroom activities rather than only during 20-minute therapy sessions.
2. Using an agreed-upon cue word (such as "listen") to alert the hearing-impaired child to attend auditorily. Teachers may also wish to restate contributions of other students during discussion, especially if the hearing-impaired student is utilizing an FM microphone to hear the teacher.
3. Providing pre- and post-tutoring so that the hearing impaired student receives a preview of material as well as an opportunity to review critical elements after the lesson.

Ref: C. Flexer, D. Wray, and J. Ireland, *Preferential Seating is NOT Enough: Issues in Classroom Management of Hearing-Impaired Students*, **Language Speech & Hearing Services in Schools**, Vol. 20, 11-21. January, 1989.

DEAR TEACHER:

This activity is designed to allow you to recognize some of the many ways in which your individual dialogues with pre-school children effectively help them to extend their thinking about the world.

Provide three or four children with some manipulative materials (blocks, buttons, clay, etc.) and a comfortable floor or table area in which to work. Talk with the children about what they are doing or whatever they wish to talk about. As you do so, I will use a separate sheet to "script" your interactions. It will have three columns. In the first, I will write exactly what you say to a child. In the second, I will put the initials of the language-teaching category or categories that your comment falls into. (Many comments will fall into two or more categories.) If your comment does not fall into any of the categories, I will leave that area blank. The third column, which allows space to write what the child may have learned from hearing your comments, is one that we will complete together. The categories I am using have been adapted from Snow's (1983) descriptions of essential interactions for learning language and pre-literacy skills.

After 5 to 10 minutes of scripting, we can stop, discuss what I have written down, and complete the last column together.

CATEGORIES	DESCRIPTION	EXAMPLES
Semantically contingent comments (scc)	These are comments and questions that help make up for the child's limited verbal skills by filling in the missing pieces.	Child: *holds up a red block* Teacher: That's a red block. Child: This paper's torn. Teacher: Yes, somebody probably ripped it by accident. Child: Can we go to recess? Teacher: Yes, we will be going to recess right after snack time.
Scaffolding comments (sfc)	These are verbalizations that extend an interest the child has communicated with either gestures, actions, or words.	Child: We went fopping. Teacher: Where were you? Child: In some stores. Teacher: Oh, you mean shopping?
Verbalized expectations (ve)	These generally take the form of questions or comments that call for the most sophisticated language the child is capable.	Teacher: I wonder how the little bear got into the cave. Teacher: What do you think the little boy did next?
Repeated informational comments (ric)	These are comments that allow the child to learn through use of routines.	Child: I put the red one here. Teacher: Yes, you put the red block in the corner, and you put the orange block in the middle, and...
Decontextualized comments (dc)	These are comments that allow the child to relate something in the present environment with another event or action not present.	Child: This dress is pretty. Teacher: Yes, it has lots of lace at the bottom. Last week, you wore a dress with lace. Do you remember?

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ASSERTIVE DISCIPLINE FAILS TO MEET LEARNING NEEDS OF LINGUISTICALLY YOUNG STUDENTS

Editor's note: This article is based on information collected and analyzed by Judith Matlock Creighton, Syndactics Early Childhood consultant. For information about her workshops on this topic, write to: Dr. Judith Creighton, 7308 East Fillmore, Scottsdale, AZ 85257.

A recent response to school discipline problems has been increased interest in the utilization of *assertive discipline*, a set of procedures designed to give teachers the confidence to set and enforce limits in the classroom[1]. Sample procedures include:

- Clearly communicating acceptable and unacceptable behaviors to students.
- Rewarding acceptable behavior.
- Actively responding to inappropriate behavior by stating disapproval of the behavior followed by a statement of desired behavior.
- Verbally setting limits, including consequences of maintaining undesired behavior.
- Quickly and calmly consequating continued inappropriate behavior.

Application of these procedures can help teachers to meet their needs as well as the learning needs of their students by maintaining a classroom free from disruptions.

Inherent in a technique of this power is the possibility of misuse with children who are too unskilled at decoding verbal messages to be able to respond with positive feelings to its use. Although the original describers of this method[2] clearly state, "the goal of Assertive Discipline is to maximize your potential in meeting your own needs, while *in no way infringing upon or violating the rights of the students* (italics added)," there remains concern that unenlightened use of

this methodology may be counterproductive.[3] Labelled by one expert as "unhealthy for children and other living things,"[4] assertive discipline appears to be least useful — and most harmful — when used with students who have not yet attained a linguistic age of eight years. (This group includes students chronologically much older whose language age is still seven years or lower.) "A thorough reading of the Canters' book Assertive Discipline leads to a conclusion that the methodology used with language-delayed and under age eight students is almost guaranteed to leave a majority baffled, and either depressed or angry."[5]

Aspects of Assertive Discipline Fail to Match Learner Needs

At issue is the fact that linguistically young students may lack the language skills to understand what is expected of them and may, in fact, have failed to learn the "school game"[6] that assertive discipline is designed to reinforce. Attempts to implement assertive discipline procedures give poor results because:

1. They place emphasis on the actual behavior rather than any underlying causes.
Even though the authors of Assertive Discipline clearly state the importance of assigning only "developmentally do-able" tasks,[7] application of the recommended procedures may obscure the fact that a task is inappropriate. "Many so-called discipline problems are caused by dull, boring school routines and inappropriate academic and social demands."[8] A linguistically young student who is locked into a non-teaching/learning interaction has few options available for expressing the inadequacy of the educational environment.[9] Out-of-seat or other "unacceptable" behavior can be the first indication of such a need. A teacher encouraged to limit disruptive behavior without determining if low language is part of the problem will encourage a child to look *as though* she or he is learning.[10] This is because any attempt by the child to modify the environment so that learning can occur has been efficiently extinguished.

2. They fail to protect the self-esteem and positive mood essential to effective learning.[11]
Even though the authors state that assertive discipline should always take into account the abilities of the students,[12] a discipline technique designed to reinforce behaviors that a child has not yet learned produces a feeling of failure rather than one of success. "As long as students believe that there is real hope for them to be successful, discipline plans can be successful. However, when hope is lost, so is the student.... The nurturing of student hope must be at the core for teaching to be truly effective."[13]

3. They miss the point of early childhood education.
As children are encouraged to sort, organize, and verbally encode personal experience, a related early childhood teaching goal is the development of internal socially-appropriate self control. Such internalization of control is hampered by power-assertive techniques in which an adult communicates external power and authority rather than an appraisal of actions.[14, 15] Power-assertive techniques have been described as harsh, militant, overpowering, and suppressing rather than building.[16]

Proto-Assertive Discipline Provides Necessary Modifications

Rather than assertive discipline, under-eight and language delayed students need *proto-assertive discipline*, a set of procedures which prepares students linguistically and psychologically to cooperate in their own control.[17] A comparison between these two methodologies is presented on page 4. While sharing with assertive discipline the goal of helping children and teachers to interact effectively, *proto-assertive discipline* protects in the linguistically young group those aspects most crucial to success:

- self-esteem and positive mood
- language-age appropriate learning expectations
- opportunities to develop appropriate behaviors.

Specific suggestions for implementing proto-assertive discipline in the classroom will be the topic of the January, 1990, **Bulletin** front page article.
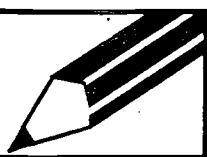
NOTES

Like a well-written mystery, information regarding language-delayed students in the public school system forms an increasingly clearer picture. In this case, however, the unfolding "plot" is not an enjoyable one to read because the tale being told is one of students whose educational needs are not being met and who lack the verbal skills to negotiate a better learning environment. Among this group are:

● Children reared in poverty who come to school with language skills one to two years below those of their middle class playmates.

● Students whose special education labels (learning disabled, emotionally disabled, or mentally handicapped) may actually prevent them from receiving required daily language facilitation experiences.

● Students whose language-learning needs are misunderstood because their first language is not English (but who may need to develop their first language before they begin learning English).

● Children exposed to a curriculum designed for much older students.

These students are frequently not "convenient" to educate. They require smaller groups, more adult attention, and increased opportunities to utilize hands-on materials. Failure to provide these students with what they need when they need it, however, is costly to all because these problems do not "go away."

Who are the advocates who speak for these children? They are represented by the cross-section of **Bulletin** readership: speech/language pathologists, psychologists, principals, special education directors, and those classroom teachers who increasingly feel empowered to protest the imposition of inappropriate teaching methodology on linguistically-young students.

With this, our anniversary issue, we here at the **Bulletin** acknowledge our own growing role in supporting your advocacy with a front-page article which examines a discipline plan adopted by many school districts. Planned for a single issue, this topic proved so rich that it will be continued with ʳʸ issue and possibly again next

fall. For these follow-up issues, we are collecting both research and personal experiences. If you have had experience with this discipline approach (either successful or unsuccessful), please send your information so that it may be shared with other readers.

Speaking of writing in, we thought that to celebrate our anniversary, we'd share with you some of the great letters about the **Bulletin**. Thanks for the reinforcement, and have a wonderful fall.

Lyn Weiner

TEACHING IDEAS
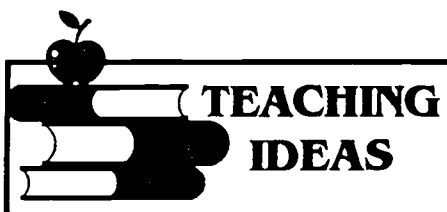
TO MOTIVATE DISCUSSIONS among adolescents, use the district copy machine to enlarge selected portions of your local newspaper's classified ads or your area's Yellow Pages of the telephone book. Organize students into groups of three or four, give them the material, and assign an appropriate "problem":

● You have a toothache and need to call a dentist. Select, in order, the three dentists you might call first.

● You have $1500 to spend on a car. Which ads would you choose to follow up on? What questions would you ask?

● You want to buy a used guitar. How would you ensure that you paid a fair price?

TO GIVE STUDENTS PRACTICE IN asking and answering questions, keep a section of the blackboard for "warm-ups." When an important issue is raised or a point is made, suggest that it should be listed on the "warm-up" board. Ask students to phrase the question for you and write it on the board. The next time you meet with the students, ask the questions on the board and allow each student to provide an answer. These "warm-up" exercises allow students to begin their work period with high success.

TO HELP TEACH ADVERBS, WRITE individual ones on index cards. Students play a variety of Simon Says, in which the leader gives an instruction *(clap your hands)*, then draws an adverb card *(rapidly)* to complete the instruction. Students will enjoy the occasional nonsense instructions that result.

MATERIALS
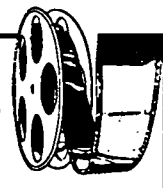
HERE ARE TWO SOURCES FOR PARents who request assistance in selecting holiday gifts for their children:

> *Crestwood Company*
> *P.O. Box 04606*
> *Milwaukee, WI 53204*
> This company offers a wide range of toys adapted for special needs, as well as a rich assortment of pictures and games for developing language.

> *Dover Publications, Inc.*
> *31 East 2nd Street*
> *Mineola, NY 11501*
> This catalog is so diverse that finding the right items requires some time. The high interest and low prices of their variety of stickers, coloring books, stencils, and punch-out sets helps to motivate the search.

A COMPLETE COLLECTION OF materials for teaching thinking skills provides the name of the program, publisher, cost, type of thinking skill, and intended use. This book, **Resources for Teaching Thinking**, is available for approximately $30.00 from: Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.
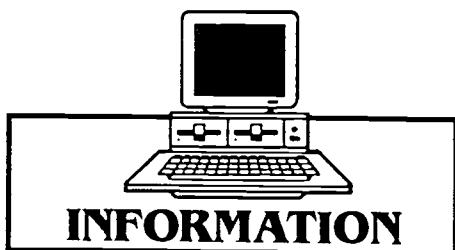
INFORMATION

ERIC DIGESTS, ERIC/OSEP REsearch summaries, and information briefs organized into INFO PACKETS are available on the following topics:

Handicapped and At Risk Children E101, $12.50

Teaching Students Who Have Handicaps E102, $12.50

Administration and Supervision in Special Education E103, $12.50

Cultural Diversity and Handicapped Children E104, $6.25

Orders under $10.00 must be prepaid by check. Send orders to: Publication Sales ER79, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

FREE: THE ELEVENTH ANNUAL REport to Congress on the Implementation of the Education of the Handicapped Act is available from: The Office of Special Education Programs, Switzer Building, Room 3529, 400 Maryland Ave. SW, Washington, DC 20202. Highlights include —

● 4,494,280 handicapped children ages birth to 21 were served during the 1987-88 school year.
● 337,000 were ages 3 to 5.
● 47% of the students 6 to 21 were categorized learning disabled.
● 23.2% of the students 6 to 21 were categorized speech impaired.

THE NEW INFORMATION CATALOG from the General Services Administration has several offers of free and at-cost parent and teacher education booklets. Examples are:

461V. Developmental Speech and Language Disorders. Discusses speaking and understanding problems in children, the causes, and how parents can help. Includes a chart of language milestones from ages 1 - 6. 35 pages. 50¢.

509V. Schools that Work: What Works in Educating Disadvantaged Children. Looks at ways to improve student achievement and gives examples of successful programs. 80 pages. **Free.**

411V. Help Your Child Become a Good Reader. How to teach children — toddlers on up — reading fundamentals and enjoyment. Activities and suggestions center around everyday occurrences and items. 5 pages. 50¢.

The actual ordering procedure for these booklets depends on whether you are ordering free or at-cost ones (and how many of them. For full information request a FREE

copy of the **Consumer Information Catalog** from: S. James, Consumer Information Center-M, P.O. Box 100, Pueblo, CO 81002.

RESEARCH

WHEN ADULTS READ ALOUD TO pre-school children, they use interaction strategies similar to those already credited with facilitating oral language development:

● questioning
● scaffolding dialogue
● providing praise and feedback
● offering information
● clarifying and restating information
● directing the discussion
● sharing personal reactions
● relating concepts to life experiences.

Ref: Morrow, L. *Young children's responses to one-to-one story readings in school settings.* **Reading Research Quarterly,** 23. 89-107. 1988.

QUOTE OF THE MONTH

❝*Any attempt at standardized testing violates the pragmatics of human interaction.* ❞

Steven Ray
Topics in Language Disorders

GOALS IN THE EDUCATION OF LANguage-minority students should include high levels of oral proficiency in English that include at-age English vocabulary, correct grammar, and intelligible speech. A careful review of the available literature on bilingual education supports the following principles:

1. Academic achievement requires the development of both the student native language and English skills.

2. Language proficiency is defined as the ability to use language for both academic purposes and for basic communicative tasks.

3. Development of primary language skills in the first language forms the basis for similar proficiency in English.

4. Acquisition of a basic communicative competency in a second language is a function of comprehensible second language input and a supportive affective environment.

Ref: Holt, D. and F. Tempes. **Basic Principles for the Education of Language-Minority Students: An Overview.** Sacramento, CA: California State Department of Education. 1983.

EXCHANGE

Dear Lyn,
Thank you for Syndactics! You appreciate how the nature of our job has changed in the past 20 years and address — even anticipate — our needs.

Dorothy Reeves

Dear Lyn,
I really enjoy your publication! Information offered is so practical.

Elaine Tirello

Dear Lyn,
Thank you...for your wonderful publication. Your information is useful yet quick to absorb.

Peggy Martin

Dear Syndactics,
The LD teachers and the Speech Pathologists in this district really appreciate your information bulletin. Every month we find something we can use almost immediately.

Mrs. McCullough

Dear **Bulletin** Readers:
To celebrate the fifth anniversary of the **Bulletin,** a few key letters were selected from the many that readers have taken the time to write. We wanted to share them because the **Bulletin** is a reflection of the information, requests, and suggestions that you have offered through the years. If this publication serves your needs, it is because you have clearly defined them. Many thanks to all of you for your continued support through letters, suggestions, information, and — of course — subscriptions.

Lyn Weiner

A COMPARISON OF ASSERTIVE DISCIPLINE AND PROTO-ASSERTIVE DISCIPLINE

DEFINITION of Appropriate Behavior	METHOD	RESPONSE to Undesired Behavior	CONSEQUENCE of Continued Misbehavior
Assertive Discipline			
The student will conform to teacher-determined structures.	Communicate expected behavior, inappropriate behavior, and consequences of both.	Communicate disapproval of behavior, and consequences of continued misbehavior.	Apply punishing consequences.
Proto-Assertive Discipline			
The student will meet self-set goals in socially acceptable ways.	Begin instilling self-control by: ✓ Modelling, describing and reinforcing desired behavior ✓ Offering justifications for behavior expectations. Utilize other appropriate social learning techniques.	Repeat previous demonstration while describing desired behavior. Comment positively on another child producing the correct behavior. Share responsibility with the child for correct behavior by: ✓ Removing possible sources of misbehavior ✓ Remaining alert to a child about to do something unacceptable.	Apply immediate consequences to interrupt the behavior. Offer alternative activity along with an explanation for the change, utilizing appropriate social learning techniques.[18]

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2. Assertive Discipline, page 64.

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4. Gartrell, D. (1987). Assertive Discipline: Unhealthy for children and other living things. Young Children, January, pp. 10-11.

5. Creighton, J. M. (1989). Private communication.

6. Simon, C. S. (1985). "The Language-Learning Disabled Student: Description and Therapy Implications," in C. S. Simon (Ed.) Communication Skills and Classroom Success. San Diego, CA: College-Hill Press.

7. Canter, L. (1988). Assertive discipline —search for the perfect classroom. Young Children, January.

8. Hitz, R. (1988). Assertive discipline: A response to Lee Canter. Young Children, January, pp. 25-26.

9. Weiner, C. A., J. M. Creighton, & T. S. Lyons. (1989). K-TALK. Tucson, AZ: Communication Skill Builders.

10. "New Model Offers Method for Closing Learner/Language Gap." (1989). Syndactics Bulletin, May.

11. Lewis, M., & C. Saarni. (1985). The socialization of emotions. NY: Plenum Press.

12. Canter, Search for the perfect classroom.

13. Curwin, R. L., & A. N. Mendler. (1988). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development, p. 179.

14. Mussen, P., & N. Eisenberg-Berg. (1977). Roots of caring, sharing and helping. San Francisco, CA: W. H. Freeman.

15. Baumrind, D. (1977). Socialization and instrumental competence in young children. In E. M. Hetherington and R. Parke (Eds.). Contemporary readings in child psychology (pp. 279-290). NY: McGraw-Hill.

16. Charles, C.M. (1985). Building Classroom Discipline. NY: Longmans.

17. Creighton, J. (1989). Private communication.

18. Sulzer-Azaroff, B., & G. R. Mayer. (1977). Applying behavior-analysis procedures with children and youth. NY: Holt, Rinehart and Winston.

Syndactics Bulletin /November 1989

NEW CLASSROOM LANGUAGE MODEL MEETS NEEDS OF ADOLESCENTS

A new service delivery model designed for implementation in junior high and high schools meets the needs of both language-delayed adolescents and those professionals designated to help them. Described as a **classroom-based or collaborative model**, this approach consists of the following aspects:

● students are served in their classroom with activities planned for the entire class.

● The students being seen in one class may have a variety of labels: "high-risk," learning disabled, LEP (Limited English Proficient), or speech/language delayed.

● The goals and objectives selected reflect the fact that adolescents have learning characteristics that are different from those of primary students —

✔ They are more in control of their own learning and need rationales for what they are asked to learn.

✔ They may have a history of failure with language-based tasks and, in response, may have adopted an "I can't do it" attitude.

✔ They have less time left to learn those crucial skills essential to social and vocational success.

In responding to these learning characteristics, the collaborative model differs from the traditional pull-out model in the ways specified in the inset.

LANGUAGE SERVICE TO ADOLESCENTS HISTORICALLY DIFFICULT

Traditional pull-out models, originally developed for primary children with delayed articulation, were institutionalized by the regulations accompanying implementation of PL 94-142 in 1976. As a result, districts were informed simultaneously that they must:
● use only those methods covered by funding formulas *and*

● extend service to all students — including those in junior high and high school.

Speech/language pathologists attempting to meet the specified requirements encountered the problems listed below:

1. Poor attendance
2. Lack of cooperation from teachers.
3. Lack of understanding of the speech/language pathologist's role.
4. Student resistance to spending time or effort on assignments.
5. A feeling that the speech/language pathologist was unimportant.[1]

Faced with these problems, speech/language pathologists began working with teachers and administrators to tailor a language learning program specifically for adolescents.

CLASSROOM IS KEY LEARNING ENVIRONMENT

In line with new U.S. Department of Education recommendations,[2] the collaborative model is designed to assist regular education programs in better meeting the needs of children with language difficulties. While acknowledging that students should strive to meet classroom requirements, the consulting speech/language pathologist also helps the teacher adapt the classroom to learner needs.[3] Adaptations may include:

● Clearly establishing routines
● Ensuring that each student understands the classroom routine
● Planning a balance between teacher-directed activities and individual or small group work.
● Organizing lessons in a predictable fashion
● Avoiding fill-in-the-blank questions
● Giving students more time than usual to think through answers to questions.[4]

A Comparison of Two Service Delivery Models for Adolescent Language-Delayed Students

Traditional Pull-Out	Collaborative Model
1. The goal is to provide language teaching experiences that allow students to attain "normal" communication skills: using subordinate clauses, increasing sentence length, utilizing a greater variety of adverbs.	1. The goal is to enable students to acquire skills that meet immediate needs of classroom survival and academic success: taking notes, asking questions, disagreeing politely.
2. Teaching objectives are based on developmental norms. *Ex: D. will combine two short sentences into one sentence with a subordinate clause.*	2. Teaching objectives are based on observations of classroom interactions and curricular demands.
3. Materials used are designed to teach language goals. They are not related to the academic curriculum.	3. Materials relate to the academic curriculum and may be the student's texts.
4. The SLP sees the student 2 to 3 times a week for a 20-30 minute session. The remainder of the learning environment remains unchanged.	4. The speech/language pathologist teaches the class or consults with the teacher so that language-learning opportunities are ongoing.
5. The student is pulled out of another class for language sessions. Important academic material may be missed, and other students may notice the absence.	5. All students in a class or portion of a class participate in the language learning interaction as part of a scheduled class for which they receive credit. The teacher adapts classroom procedures, when necessary, to facilitate learning.

IMPLEMENTATION REQUIRES INFORMED ADMINISTRATIVE SUPPORT

Although some adolescent programs have already received national recognition,[5] implementing this newer model is still a pioneering effort. First-year outcomes cannot be guaranteed, and some teachers or parents may not welcome this change in model. For these reasons, the steps necessary for establishing a classroom based model require administrative knowledge of goals and support for them. The information on page 4 was assembled in response to questions from readers interested in promoting a classroom based model in their districts.

NOTES
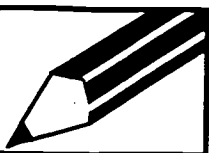
If you have noticed your newsletters arriving later than usual, don't blame the mail carrier! Since last April, I've been sharing my immune system with an unfriendly virus named Epstein-Barr. The major effect is that it takes twice as long to get half as much done. With the support of additional Syndactics consultants, we've gotten the newsletters out each month, but they have been published later than usual. Each forthcoming issue will arrive a bit earlier until we are back on schedule. Another change you will notice is in the style of some of the features: Research, Information, and Teaching Ideas are now edited by Judith M. Creighton. The shift to more detail and fewer different articles puts more usable information directly in your hands and minimizes reliance on primary documents.

Not so long ago, a high school caseload meant buzzing by once a week to meet with dysfluent students and to drop a language lesson in the mail box of the teacher for trainable mentally handicapped students. Not any more!! The key role of language skills in solving secondary school problems such as drop-out rate and low academic performance has placed the speech/language pathologist and other language professionals on center stage in the organization of programs to meet the learning needs of language-delayed adolescents. This month's issue looks at the rationale for a collaborative program and offers some suggestions for setting one up. If you already have a successful adolescent program in place, we'd love to hear from you.

Wishing you a good November and a great Thanksgiving.

Lyn Weiner

TEACHING IDEAS

STORY TELLING IS MORE DIRECT and dramatic than story reading. Facial expressions, gestures, intonations, and interactions with the children all contribute. Words can be changed or explanation added to bring the story closer to the children's own experiences.

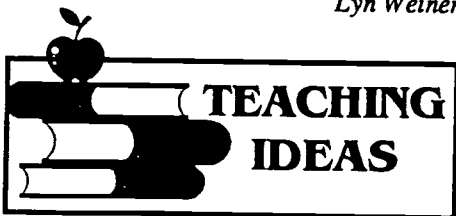I ~~morize~~ a text; make up words as ~~ong~~ to retell the story. To get

started with storytelling, try simple repetitive tales, a familiar storybook, variations on an old theme, or even a story that your students help create. "...Listen to children, for they will show you how to invent what you forget, adapt what is out of culture, and 'magic away' anything that is hard to understand." Practice your storytelling skill every time a child "holds you captive... in the park, by the campfire, and in those cuddly places like laps, hammocks, and rocking chairs."

Ref. Clay, M. *Telling Stories*, Reading Today, Vol. 6, No. 5, p. 24. April/May 1989.

"THINKING OUT-LOUD" CAN BE A valuable modeling technique for teachers. Edwin Ellis, Ph.D., has conducted a series of workshops on strategies teachers can help students learn. Here are some examples of self-talk a teacher might use with a child:

Showing cognitive steps: "Now I'm on the ... [first] step. I need to ask myself what is the main idea and two details. *(orally reads paragraph)* OK, this paragraph talks about how vines in the jungle cover everything. Two details are ..."

Motivation-enhancing self-talk: "Sometimes it's a little scary when trying to read ... chapters from a textbook when studying for a test. .... Listen as I think out loud .. I've handled stuff worse than this before. I can do it. I'm going to really try ... I'll just take it slow.'" Or "This is tough, but I'm hanging in there." And, "I did pretty well."

For information on workshops in Strategic Instruction workshops and materials, contact Roland T. Hahn II, Central Special Education Regional Resource Center (SERRC) Director and FOCUS Editor, Central Pennsylvania Special Education Regional Resource Center, 150 S. Progress Avenue, Harrisburg, PA 17109. 1-800-222-7372.

Ref: FOCUS on Special Education, Vol XXI, No. 4, p. 2-4. May, 1989.

MATERIALS
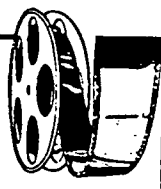
ED 071 743 PS 006 282 — Amundson, M. S. **A Preliminary Screening Program to Identify Functioning Strengths and Weaknesses in Preschool Children.** ERIC document. August, 1972.

The *Wizard of Oz Preliminary Pre-School [pre-kindergarten] Screening Program,* developed by a group of volunteer parents

at Arlington, Texas, presents a means of assessing learning disabilities at a very early age. Specific areas evaluated include motor, visual, auditory and language competencies.

The Wizard of Oz Screening Program has these strengths: it is simply constructed, easy to administer (up to one hundred children screened in one day using easily trained volunteers), easy to score, an experience without threat or fear of failure to the child, inexpensive and reusable. No data are given for predictive value. The writer (Amundson) may be located through the Education Department, Moorhead State College, Minn.

FOR EXPERIENCE-BASED LAN- guage sessions with students at all age levels, use kits to construct toys together. For a free catalog of wooden boat, train, airplane, car, and house kits, write to: Cherry Tree Toys, P.O. Box 369, Belmont, OH 43718.
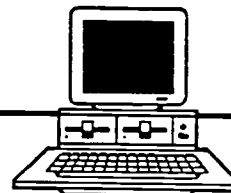
INFORMATION

IN AN AWARD WINNING PUBLIC school program, parent volunteers were trained to present listening activities to third through sixth grade students. Children had poor skills in following directions, understanding orally presented curricula, and/or focusing attention. The program, under the direction of SLH Specialist Kathy Broesamie in the Conejo Valley Unified School District, Thousand Oaks, CA, showed dramatic results. Eighty-six students showed improvement in targeted skills ranging from eight months to over three years. The format was adapted from the Oregon Teaching Center Listening Skills Development Program.

Ref: California Speech and Hearing Association, p. 9. June, 1989.

LINC REPORTS THE AVAILABILITY of Access ERIC, a centralized database to include research, reference materials and other information currently housed in 16 clearinghouses in ERIC. It is available (November, 1989) through Aspen Systems, 1600 Research Blvd., Rockville, MD 20850.

Ref: LINC Resources Inc., Newsbriefs to the Publishing Industry. June 1989. (614) 885-5599.

FAMILIES WHO WOULD NOT HESI-tate to call for relief from the constant care of a nondisabled child may not call for support in caring for a child with a disability or special health care need. **Respite care services** are usually listed in the phone book. If you have trouble finding services locally, request a NICHCY State Resource Sheet for your state from: NICHCY, P.O. Box 1492, Washington, DC 20013.

The following **state agencies** may be able to help: Department of Mental Retardation, Developmental Disabilities Council, Program for Children with Special Health Care Needs (formerly Crippled Children's Services), Departments of Education, Health and Human Services, Protection and Advocacy Agency.

Disability or support groups which may be of assistance are: Association for Retarded Citizens, United Cerebral Palsy Associations, Inc., Autism Society of America, National Head Injury Foundation, Mental Health Association and CASSP, Spina Bifida Association, Easter Seals Society, Parent Training and Information Center, Parent-to-Parent Centers (including Pilot Parents, Parents Helping Parents, etc.)

Ref: News Digest, NICHCY (National Information Center for Children and Youth with Handicaps), Washington, DC, Number 12. 1989.

FREE: RESEARCH DOCUMENTING the effectiveness and long range financial benefits of early intervention with preschool children displaying handicapping conditions. Contact Bryon McNulty, Ph.D., Colorado Department of Education, First Western Plaza, 6th Floor, 303 West Colfax Ave., Denver, CO 80204.

EXCHANGE

Dear Lyn,

*Just a note to let you know that I appreciate the Syndactics **Bulletin**.*

I would like to know what others are doing both in the areas of testing adolescents and therapy for those "low but near" "their potential" "according to testing" students. I'm in a rural area of California with only three others near by so it's nice to hear others' concerns, ideas, and solutions.

Julie Fleckenstein
MA, CCC-SP

Dear Julie,

Your letter raises an important point — what about students who fall just "above" the cut-off point? Their language skills are low enough to affect academic performance, but not low enough to qualify for special education. One solution is covered in this month's front page article — a language development session for all students in the class, regardless of categorical label. A second possibility is to provide the teacher with information on modifying instruction for these students. A good resource for this goal is **Cognitive and Metacognitive Learning Strategy Instruction: Its Relevance for Media and Material Design,** available from LINC Resources, Inc., 4820 Indianola Avenue, Columbus, OH 43214. Related to this second possibility is the use of peer tutors who can interact with individual students about individual assignments.

┌─────────────────────────────┐
QUOTE OF THE MONTH

❝*...a student who is in the midst of sharing an idea has every right to be annoyed if interrupted with "brought, not brung." It is discouraging to have someone concentrate on how your are saying something , rather than on what you are saying.*❞
— Charlann Simon
└─────────────────────────────┘

As you can tell from the nature of the answer, not a lot is known about this area. The materials listed under **Resources** on page 4 may also be of help. Thanks for your question.

Readers, do you know of any other approaches?

Lyn Weiner

RESEARCH

THE PRESCHOOL AND PRIMARY teacher's role "is becoming more akin to that of a footman — gently lifting children into the cart called preschool reading instruction when they ask to be put in. Some children will choose to run alongside, not paying attention to the activities in the cart." Others may be part of a group without participation until they volunteer. Preschool teachers can set aside regular times to attend to the needs of students who:

● have a wider and deeper vocabulary than most students in the class
● are strongly curious about reading
● reliably make and hear letter sounds
● discriminate letters visually
● have left-to-right and top-to-bottom visual tracking
● have longer attention spans than most of their peers
● have a good memory for stories read to them
● show preferences for toys related to reading
● are more reflective than average 4 year olds
● watch the teacher's book while it is being read
● tell better stories than most students in the class

Ref: Collins, C. *Is the cart before the horse? Effects of preschool reading instruction on 4 year olds,* The Reading Teacher, 332-339. December, 1986.

A CURRENT NIH-FUNDED STUDY confirms earlier findings that the degree of hearing loss in infancy is a critical factor in language delay. Terese Finitzo, researcher at the Callier Center for Communication Disorders at the University of Texas in Dallas, followed a group of 483 normally developing infants with OME *(otitis media with effusion)* from six months to three years of age. All had middle-class, English-only backgrounds.

Total days of OME compared with language skills showed an "unsystematic pattern" of delay in emerging language. When the conductive hearing loss associated with the effusion was greater than 20-dB, the association between hearing loss over time and language skills was consistent and striking. However, the same amount of effusion can result in a 10-dB loss in one child and a 20-dB loss in another; the reason for the difference in degree of loss is still unclear.

Research is ongoing to determine whether the child eventually "catches up." With minimal hearing loss, high-frequency consonants *(s, th, and f)* appear to be perceived as faint. Missing sounds leave "holes" in language development.

Strategies to deal with the hearing loss:
● get close to the child before talking
● optimize listening
● minimizing significant noise
● have a quiet environment when reading to the child.

Ref: Bullock, C. *International Medical News Weekly,* Medical Tribune. Vol. 30, No. 18, p. 1. June 29, 1989.

Meeting the Communication Needs of Adolescents

by Charlann S. Simon

Editor's note: Over a year ago, readers were invited to join the Adolescent Communication Network by sharing their questions and/or answers concerning provision of services for this group. Over two dozen professionals responded — and they all sent questions rather than answers!! To get some answers, we contacted Charlann Simon, noted expert in provision of services to adolescents, and asked her to respond to questions posed by readers. One of Ms. Simon's key adolescent materials, the CCSPEA, is described in a brochure accompanying this issue.

How can communicatively-handicapped adolescents be identified?

The "generic clinic classes" (e.g., communication deficits associated with other severe handicapping conditions, dysfluency, voice, etc.) are easy judgment calls. For language cases, I would suggest that clinicians plan to use the **Classroom Communication Screening Procedure for Early Adolescents (CCSPEA)** for screening any student who scores at the 40th percentile or lower on tests of reading comprehension. At the middle school where I have been the staff SLP since 1982, we have found that students who cannot score with 70% accuracy on the CCSPEA and score below the 40th percentile in reading comprehension have difficulty coping with instructional language and independent learning assignments typical of secondary school. Any follow-up assessment should include procedures that take into account factors involved in academic language interactions. An excellent reference is the article by N. Nelson in the April 1989 issue of **Language, Speech & Hearing Services in Schools.**[6]

What communication skills should we plan to teach?

Until we SLPs work from a conceptual/operational model that correlates communication skills and academic success, our service will be unnecessarily fragmented. More information is becoming available. Nearly 60% of the April 1989 issue of **Language, Speech and Hearing in Schools** provides practical suggestions based upon research findings for how SLPs can better integrate assessment and therapy goals with classroom language goals.

How do you suggest scheduling? How can SLPs get "credit"

for students served through a collaborative model?

The answer to this really depends on how flexible and motivated your school administration is to implement this model. Some figures may help: using a collaborative model, I was able to provide direct language service to 100-120 students in 2.5 days at approximately one seventh the cost of pull-out service.

Ways of getting credit depend on your district and state regulations. One method would be to count collaborative consultation students in a different way (perhaps 5 consultation students could equal 1 caseload student). The key is flexibility and cooperation. Similarly, scheduling can be arranged to meet the needs of participating students, staff, and consultants. Here are two scheduling examples:

1. In a sixth grade "low reading group" of 15 students (one of whom was on my caseload) the teacher gave me a copy of her weekly objectives each Monday. On Wednesday, I provided a language development lesson the the entire class on that topic for one-half the class period. We divided into two small groups for the remainder of class, with the caseload student in my group. I provided the discussion/drill materials for both lesson segments.

2. In a junior high school, the principal and staff scheduled students with low reading and language scores into smaller sections of science, social studies and English. Emphasis was on communication skill development and "learning how to learn." A communication development lesson was presented by the SLP once a week. This method is described in a videotape/manual **(Into the Classroom)** that will be available from Communication Skill Builders in early 1990. (The address is listed in **Resources,** below.)

Communication development can be provided in already scheduled classrooms through use of a collaborative consultation model, or separate communication classes can be established. Being a visible member of the mainstream as contrasted to a "consultant" (an elitist who knows more than the teachers) is crucial professionally and sets the stage for relevant service to students.

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1. McElveen, T. *Speech/Language Program in Secondary Schools: A Clinical Look.* Fellowship Application Form, The Cafritz Foundation. Silver Springs, MD: T. McElveen. 1988. For more information concerning this fact-discovery project, contact Ms. Thelma McElveen, 2208 Colston Drive, Apt. 102, Silver Springs, MD 20910.

2. *Educating Students—A Shared Responsibility,* U.S. Dept. of Education Office of Special Education. Washington, DC: Government Printing Office. 1986. For information about this report and the subsequent Regular Education Initiative, contact OSERS, Department of Education, 300 C St. S.W., Room 3006, Washington, DC 20202.

3. Simon, C. *The Language-Learning Disabled Student: Description and Therapy Implications,* in C. Simon (Ed.) Communication Skills and Classroom Success. San Diego, CA: College-Hill Press. 1985.

4. *Development of Verbal Academic Language Skills: The Verbal Review,* NCBE Forum, May-June 1989. This newsletter is available free from NCBE Clearinghouse, 8737 Colesville Road, Suite 900, Silver Springs, MD 20910.

5. The program in use at Fees Junior High was described in the Fall/Winter 1987 issue of Journal of Childhood Communication Disorders and an award winning Colorado adolescent program was mentioned in Counterpoint, a national special education news magazine.

6. Nelson, N. *Curriculum-Based Language Assessment and Intervention,* 170-184. Language, Speech & Hearing Services in Schools. April, 1989.

RESOURCES

● **Language, Speech & Hearing Services in Schools,** April 1989. Available for $8.50 from: Journal Subscriptions Office, ASHA, 10801 Rockville Pike, Rockville, MD 20852.

● **Into the Classroom: The SLP in the Collaborative Role.** This videotape by C. Simon, available for $69.00, may be ordered in early 1990 from: Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733.

● **Helping Limited English Proficient Children Communicate in the Classroom: A Handbook for Teachers.** Available for $2.50 from NCBE, 8738 Colesville Road, Suite 900, Silver Spring, MD 20910.

● **Thinking Publications** is a publishing company started by two speech/language pathologists who specialize in adolescent communication problems. For a free catalog, write to: Thinking Publications, 1731 Westgate Road, P.O. Box 163, Eau Claire, WI 54702-0163.

CS

VARIATIONS IN CLASSROOM QUESTIONING TECHNIQUES HELP BUILD LANGUAGE SKILLS

Student language development is highly dependent on teacher ability to use questioning skills effectively. Questioning techniques can be either language dependent (questions that require good language skills) or language facilitating (questions that help students to build language skills). Although language-dependent skills are helpful techniques for high-language students, those students with below average skills can benefit more from language-facilitating questions. A review of the most popular methods of questioning indicates that, although many questions asked in classrooms are language dependent, minor modifications can turn them into language facilitating experiences.

Turn Information Questions Into Interactive Ones

A frequent classroom interaction is one in which students respond to the teacher's questions, then have their responses evaluated by teacher comments:

Teacher: Does anyone remember what we talked about yesterday? What's inside of us, under our skin?
Jenny: Bones.
Teacher: Bones, right... [1]

This form of information question can be changed into an interactive question by providing the necessary information in a statement preceding the question:

Teacher: As you remember, we talked about our bodies yesterday. On the inside we have bones and they are covered by muscles, then skin. What's on the inside of us?
Renee: Muscles and skin.

In addition to teaching children how to play the question "game," this method helps develop parts of speech, longer sentences, and listening skills. [2,3,4]

Ask Questions That Activate Thinking

By selecting certain words and ideas, the questioner leads the listener to focus on a shared context. The resulting inquiry can lead to several possible outcomes:
● the listener provides previously-learned information. (What color is the truck? Red.)
● the listener initiates new thought processes by combining information in a different way. (How are my shoes like yours? They both have buckles and they're the same color.)
● the listener indicates a lack of comprehension. (How can we tell it's autumn? Halloween?)

For purposes of language and cognitive growth, most experts advocate use of higher-order questions that actually lead to new thought processes. Included are questions that lead to discussions of:
✓ similarities
✓ differences
✓ ways of classifying
✓ causes
✓ effects
✓ meaning
✓ predictions
✓ conclusions
✓ evaluations

Questions that are not considered to be higher conceptually are generally those concerning observation and recall.[5] However, this is not always true. For students with lower language skills, thinking may be activated only by more concrete questions.

Teachers in primary classrooms often have students functioning at four different levels of ability. These levels are based on the degree of abstraction the student can comprehend:

1. Labelling, providing a name in response to "What's this?" or "Let's name all the animals."
2. Responding to attributes, focusing on one dimension of an object (such as color or size) in response to "What color is this?"
3. Reordering perceptions, retrieving information in the order specifically requested by the questioner, such as "What did you do before you came to school?"
4. Reasoning about perceptions, participating in the higher order questions discussed in the previous section.[6]

When teachers take care to offer questions at the right level of abstraction, children can increase their ability to answer questions.

View Incorrect Responses as an Opportunity for Additional Learning

"Call 'til correct" is a frequently-observed teacher routine in which a question is posed, a student gives an incorrect response, and the teacher calls upon another student to respond. The process continues until a correct response is given or the teacher provides the correct response.[7]

Language-delayed students may feel confused or thwarted by this routine, and may not be able to benefit from the correct answer when it is finally provided. To help this student enhance both cognitive and language development, the teacher can utilize simplification techniques so that the first student eventually gives a correct answer.

Simplification techniques include:
● Focusing the student's attention on one aspect of the question.
● Repeating the question in a slightly altered form.
● Repeating the question, then providing part of the answer.
● Offering clearly incorrect alternatives.
● Helping the student to recognize salient characteristics.[8]

## Success is the Planned Outcome

Whether used with only one student or the entire classroom, the modifications suggested result in several positive outcomes:
● Previously silent students begin participating.
● Students increase the number of correct responses.
● Increased language and cognitive learning takes place.

In general, the result is a feeling of success for both the teacher and the student.

NOTES
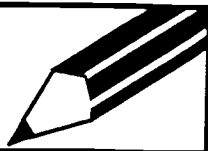
For several years, a small but important problem has presented itself each month: we didn't know how to describe the **Bulletin**. It seemed an interesting paradox that those of us who are "experts" in communication couldn't come up with a short, succinct phrase to describe the kinds of information provided.

As some of you may recall, we began with *Tips for Teaching Language Handicapped Students*. Not bad, but too limited. We also cover language skills for reading success, programs for LEP (Limited English Proficient) students, and ways to generally match language and learner levels. Several different description lines were tried, each falling short of describing the nature of the **Bulletin**. It's with great relief that I announce, with this issue, the end of the search! The simple phrase *Language Issues in Education* covers it all (and contains a pleasant play on words). As this month's front page article demonstrates, that issue can arise whenever there is a situation that affects students whose language skills are lower than expected.

As you encounter these issues in your own school setting, please let us know. It's your questions that keep our answers timely and on target.

Wishing you a wonderful holiday season!

Lyn Weiner

MATERIALS
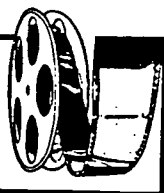
101 PICTURE RECIPES, A COMPLETE cooking program for nonreaders, was developed by a special education teacher. The recipes come in a sturdy easel-binder. Available for $25.00 plus shipping and handling from the ARC Resource Center 246 S. River, Holland, MI 49423; or call (616) 396-1201.

Ref: LINC, June 1989

FOR DOCUMENTING A STUDENT'S ability to respond to questions, an excellent measure is the TOPS (Test of Problem Solving). This standardized test consists of asking the student questions about pictured si*—— (How do we know there's been*

an accident? What should the lady in the car do? Why isn't an ambulance there?) Resulting scores can be compared with data collected from children ages 6-11 to determine age equivalencies, percentile ranks and standard scores. Available for $57.95 plus 10% shipping and handling from: LinguiSystems, 3100 4th Avenue, P.O. Box 747, East Moline, IL 61244.

THE OUTSTANDING MATERIALS below are available through ERIC. To learn about ERIC and how to order ERIC documents, call or write: Educational Resources Information Center, National Institute of Education, 1200 9th Street NW, Brown Building, Washington, DC 20208. (202) 254-7934.

ED 244-403 Serving the Speech-Impaired Child in New York State
Presents information on: how to distinguish education handicaps from communication and speech disorders, the teacher's role, remediation, screening, referral and evaluation processes, plus specific services for speech/language impaired students.

**ED 245-293 Large Scale Assessment of Oral Communication Skills: K-Grade 12**
Provides methods for assessing oral communication needs before designing an appropriate program, and provides a review of tests for measuring speaking and listening acts.

ED 246-627 Guide for Effective Utilization of Paraprofessionals in Special Education
Includes job description, effective team relationships, administration, training, supervision, evaluation and legal aspects of involving paraprofessionals in special education settings.

ED 208-633 Speech/Language Impaired: Resource Manual for Programs for Exceptional Children
Provides information and resources on teaching speech and language impaired students: eligibility, due process, program organization, instructional programs, objectives, program evaluation, and additional resources.
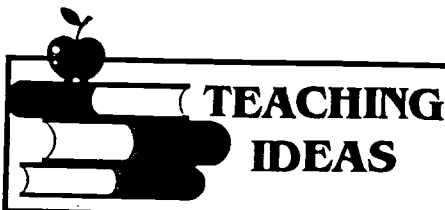
TEACHING IDEAS

READ ONE SENTENCE FROM A TEXT book, then ask as many different questions about it as possible. Example: "The river which was swollen with melted snow overflowed its banks and flooded a number of towns." *What was swollen? What overflowed its banks? What did the river do? How many towns were flooded? What happened before the towns were flooded? Who can think of another question?* In addition to helping students retain

material, this approach provides practise in listening and comprehension.

USE MUSIC TO HELP TEACH ADJECTIVES and adverbs. Play a brief selection, then ask students: *How would you describe the music? How did it make you feel? How would you dance to it?* Play a second selection and contrast it with the first.

TO INCREASE STUDENTS' VOCABulary, select one category each week: containers, fasteners, things made of metal, hard things, funny things, etc. Students turn in words and/or pictures that belong in the designated category. At the end of the week, all contributions are arranged on a large chart as a group activity.
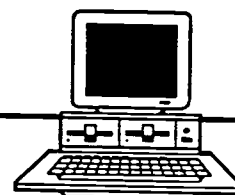
INFORMATION

THE MINNESOTA CHEMICAL DEpendency Program for Hearing Impaired Youth is an individualized 40-day treatment program which provides support, education and treatment for hearing-impaired persons aged 12 to 21 and their families. Previously, "mainstreaming" hearing-impaired with normally hearing chemically dependent young people was often isolating, frustrating and unsuccessful. Staff of the Minnesota program are fluent in sign language and familiar with both deaf and hearing cultures. Each participant's treatment plan is designed to meet communication as well as emotional, spiritual, social, and physical needs. For information or to refer a (Minnesota) young person, contact The Minnesota Chemical Dependency Program for Hearing Impaired Youth, Riverside Medical Center, Riverside at 25th Ave. South, Minneapolis, MN 55454 (612) 337-4402.

Ref: Connector, Voice of the Minnesota State Council on Disability, March/April, 1989.

WATCH FOR *GIVEN OPPORTUNITIES...*, the nation's first video magazine to televise the accomplishments of people with developmental disabilities. The 30-minute program, to begin in late 1989, will air on public access and cable television thanks to a grant from McDonald's Corporation and other donors. People who have achieved beyond the barriers imposed by their disabilities will be showcased. Groups and programs advocating for developmentally disabled persons will

be described. The project's crew will be made up of Project VITAL-trained, developmentally disabled persons. Other producers who meet the show's requirements may have their work used also. Call (312) 282-2207 if you have a story idea.

Ref: Counterpoint, Vol. 9, No. 2. Summer, 1989.

ALONGSIDE OF..., A 110-PAGE self-paced manual for training paraprofessionals to work in special education settings, is available for $6.00 from MUAPS. This project serves rural areas of Montana. Contact: MUAPS, 33 Corbin Hall, University of Montana, Missoula, MT 59812; (406) 243-5467.

Ref: LINC, June 1989.

FOR THE FIFTH YEAR, HIGH/ Scope's Survey of Early Childhood Software for 1989 is available for $19.95. Several programs picked for an all-time outstanding list date back to 1984-5. The non-profit agency's survey includes a directory of early-childhood software producers, a grouping of the 355 products reviewed by conceptual areas they help develop, and worksheets to show how ratings of the products were done. For information, contact High/Scope Press, 600 N. River Street, Ypsilanti, MI 48198 or call (313) 485-2000.

CALIFORNIA HAD 2,151 STAFFING vacancies in bilingual/ESL programs for the year 1987-88 according to California Educational Personnel Services (CEPS).

NEW PUBLICATIONS ON DEAFNESS and hearing loss for children and those who teach them are available from Gallaudet University, including a series of three booklets for children — *Growing Up Without Hearing, How Deaf People Communicate*, and *The Ear and Hearing* — as well as a teacher's activity book to supplement the booklets. The booklets cost 50¢ each; the teacher's guide is $2.00. Contact The National Information Center on Deafness, Gallaudet University, 800 Florida Ave. N.E., Washington DC 20002; (202) 651-5051.

EAR TICKLERS, AN ENRICHMENT booklet of activities for teachers to use in grades K-5 to improve students' listening skills, was developed by speech/language consultants in the Las Virgenes Unified School District. **Ear Ticklers** consists of over 100 teacher-presented group listening activities printed in spiral-bound format. Each encourages development of listening skills, critical thinking and auditory attention. All are

based on curricula of math, reading, science, and language arts. For more information, write to Las Virgenes Unified School District, 30961 Agoura Rd., Westlake Village, CA 91361.

Ref: **Language, Speech, and Hearing Services in Schools,** October 1989.

EXCHANGE

Dear Ms. Weiner,

I am a speech/language pathologist working with elementary school age children. I am having difficulty finding activities for language impaired children with word retrieval problems. Most of these children also experience auditory processing deficits. The material I am familiar with is geared to adult aphasics rather than the 6-10 year old learning disabled child. Any suggestions you may have would be greatly appreciated.

Thank you.

Nancy Sanders

Dear Ms. Sanders,

It's difficult to recommend materials without knowing more about the origin of the problem, but here are some possibilities:

PRO-ED carries a number of materials for language rehabilitation and cognitive development, including Speech and Language Rehabilitation, Language Rehabilitation, Cognitive Reorganization, Language Facilitation, and Cognitive Development Workbooks. For a FREE catalog, write or call Pro-Ed, 8700 Shoal Creek, Austin, TX 78758. (512) 451-8542.

Also, it seems that computer software might be very helpful. THE SPEECH BIN has a very complete listing of language building software from a variety of sources: CUP: A Concept Understanding Program, Word Meanings, Understanding Attributes, and Cognitive Disorders are some sample titles. You may request a FREE catalog from The Speech Bin, P.O. Box 218, 231 Clarksville Road, Princeton, NJ 08550-0218.

Perhaps some readers have located materials that meet your needs. If so, I hope they will write in.

Best wishes,

Lyn Weiner

RESEARCH

THE VANE-L LANGUAGE SCALES, Receptive and Expressive subtests (Vane, 1975), plus the VKT Perceptual-Motor and VKT Draw-A-Man subtests from the Vane Kindergarten Test (Vane, 1968), standardized for children 2 1/2 to 6 years old, were shown to be effective as screening measures. Administered to 378 children along with the Metropolitan Achievement Test (1978 edition) and the Otis-Lennon School Ability Test (1979 revision) at kindergarten entry, the Vane subtests effectively predicted school performance in second grade.

The same brief kindergarten battery can also screen for academic high-achievement potential and for risk of low achievement. Time required for the test is under 30 minutes per child. Prudent use of individual children's test results is cautioned, as 4- and 5-year olds' scores are less reliable measures than those of older children.

Ref: Schmidt, S., & J. Perino, *Kindergarten Screening Results as Predictors of Academic Achievement, Potential, and Placement in Second Grade*, Psychology in the Schools, Vol. 22, 146-150. April, 1985.

THE ADAPTIVE LEARNING ENVIronment Model (A.L.E.M.) allows children with learning disabilities to function indistinguishably from their "regular education" peers. June Thompson, A.L.E.M. Specialist, Tower City Elementary School, gives this description of a typical A.L.E.M. classroom: There was a buzz of low voices, but at a non-disruptive level. Class rules and two documents established the order. First was a **prescription sheet** prepared by the teacher with assignments tailored to individual needs. All students in a small reading group were required to attend the group (oral lesson) meeting and to complete certain workbook pages. From this point on individualization occurred. The second document used was a **self-scheduling sheet**. All professionals and paraprofessionals were responsible at one time or another for interactive teaching: circulating among students to answer teacher calls, spot checking prescriptive work, assisting students in self-scheduling. In addition, they managed daily tasks and provided evaluative feedback as needed.

For more information write to June Thompson, A.L.E.M. Specialist, Tower City Elementary Building 1, Tower City, PA 17980.

A QUESTION OF THE RIGHT QUESTION

What kinds of questions are you using? To help you keep track of your own questioning behavior, tape record a thirty minute segment of your day (or ask someone to observe you for 30 minutes). Use the checklist below to help determine if your questions are helping to build language skills.

Teacher's Name: Date:

	NUMBER OF TIMES OBSERVED	COMMENTS
THESE INTERACTIONS HELP TO BUILD LANGUAGE		
1. The question is "interactive" — needed information is provided just before the question is asked.		
2. The question matches the child's level of abstraction (as determined by other classroom performance).		
3. In case of an incorrect response, the question is simplified until the student can give a correct response.		
4. The question is "perceptual-verbal;" that is, about something the student is directly experiencing.		
5. Questions are directed to individual students and asked in small groups.		
THESE INTERACTIONS DEPEND ON GOOD LANGUAGE SKILLS		
1. The question calls for information the student may have learned previously.		
2. The question requires the student to use higher-level cognitive skills.		
3. In case of an incorrect response, another student is called on.		
4. The question is "verbal-verbal;" that is, about something the students have heard or read.		
5. The question is directed to the entire classroom.		

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2. Lee, L., R. Koenigsknecht and S. Mulhern. Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure. Evanston, IL: Northwestern University Press. 1975.

3. Cole, M. and J. Cole. Effective Intervention with the Language Impaired Child. R   MD: Aspen Systems Corp. 1981. son, D., and L. Fielding. Research

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5. Dantonio, M. and L. Paradise. Teacher Question-Answer Strategy and the Cognitive Correspondence between Teacher Questions and Learner Responses. Journal of Research and Development in Education. 21, 71-75. Spring, 1988.

6. Blank, M., S. Rose and L. Berlin. The Language of Learning: The Preschool Years. New York: Grune & Stratton. 1978.

7. Leinhardt, G., C. Weidman, and K. Hammond. Introduction and Integration of Classroom Routines by Expert Teachers. Curriculum Inquiry. 17, 135-176. 1987.

8. Blank, M. Teaching Learning in the Preschool: A Dialogue Approach. Cambridge, MA: Brookline Books. 1983.

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CS

Syndactics

BULLETIN /January 1990

PROTO-ASSERTIVE DISCIPLINE INCREASES LEARNING OPPORTUNITIES FOR LINGUISTICALLY YOUNG STUDENTS

Editor's note: This article, based on information collected and analyzed by Syndactics Early Childhood consultant Judith Matlock Creighton, is a continuation of the October, 1989, description of difficulties involved in using Assertive Discipline with students lacking the requisite verbal skills.

Although a number of experts consider that Assertive Discipline[1] may not be appropriate for early childhood education (see the October 1989 **Bulletin**), a modification in its emphasis may make Assertive Discipline more meaningful for both linguistically young students and their teachers. With linguistically more advanced students, the interest of teachers is on *limiting undesired behavior.* The assumption is that students are already aware of the desired behavior. By contrast, children with low verbal skills require opportunities to *learn desired behavior,* a process which includes:

● developing self-control

● increasing socially-acceptable options for meeting personal needs

● internalizing a standard of behavior which matches that of the teacher

These students need **proto-assertive discipline,** a preparatory approach which leads them linguistically and psychologically into later cooperation in their own control when teachers use Assertive Discipline. Important steps are outlined below.

Plan Time for Direct Instruction in Classroom Behavior

Linguistically young students fall into the earliest of four general stages of student intellectual and social development.[2]

Typical of this stage is the need for extensive direct instruction in rules, expectations, procedures and routines. Additionally, this instruction must be partly contextualized — based on actual events and people — rather than only decontextualized — a set of rules which the student may not comprehend. Suggestions include:

1. **Review class rules each day.** This provides what is called "historical context"[3] because of a student's increasing familiarity with the words and concepts.

2. **Model socially responsible behavior.** Point out and describe this behavior in other students. *Genna is sharing her tokens with Avery. Now Avery has enough to play the game with her.*

3. **Explain rules in terms of the child's own needs.** *We put the crayons back in the can. The next time you need them, they will be ready for you.*

4. **Give reasons for redirecting or denying behavior.** If denying, allow the child to express dismay but not to act out displeasure.[4]

Teach Positive Self-Talk

A student's decision to cooperate is based on positive self-statements *(I am a good person. This is a good place to be. Good things will happen to me here. I can work hard now because I will get something good later.)* Children who could not begin making such positive statements to themselves as toddlers will need to hear positive language about themselves as they learn to cooperate. Suggested techniques include:

1. Build self esteem by validating the positive aspects of a student's behavior.[5]

2. Limit undesired behavior by maintain-

ing control over desired resources.[6]

3. Keep the success rate high with developmentally-appropriate activities.

4. Attribute student success to effort and ability.[7]

Protect Self Esteem When Responding to Undesired Behavior

Self esteem and positive mood are a necessary basis for motivation to learn.[8] In order for students to learn new social behaviors, this self-esteem should be both built and preserved. Suggestions for responding to undesired behavior include:

1. Demonstrate desired behavior while describing it.

2. Remove possible sources of misbehavior.

3. Offer an alternative activity along with an explanation for the change.

Positive Outcomes Possible in Several Areas

Use of the recommended techniques and similar ones can teach more than desired behavior. Exposed to the suggested interactions, language-delayed and under-eight children (linguistically young) can also learn how to:

● verbally express their wants and feelings

● understand the meanings of others' statements of wants and feelings

● take positive action in response to their wants and feelings.

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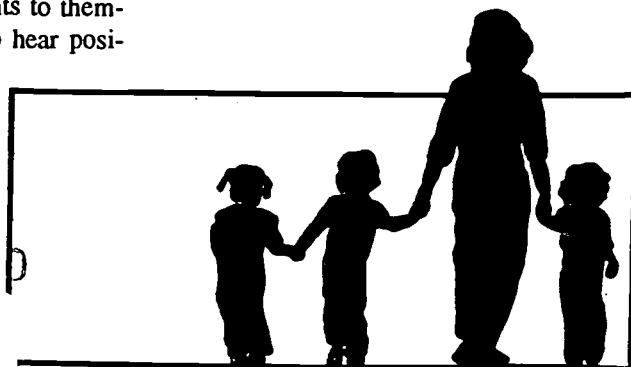
This illustration is from **Priority '86: A Guide to Prekindergarten Education**

NOTES
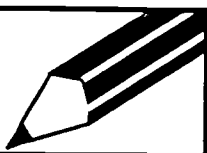
It seems that, with the beginning of a year that so clearly reminds us how much of the century is gone, there is a special need to say something lasting about students with low language skills and their progress in school. A concept from the physical sciences is helpful: a **limiting factor** is a single item that controls the total outcome of an event. Frequently used in discussions of chemical reactions, this term has also been borrowed by non-physical sciences. For example, in ecology, a limiting factor is an environmental phenomenon (such as temperature, rainfall, etc.) that prevents certain animals from living in certain areas. I think this concept has relevance to us because **language is the limiting factor in academic success.** A student can learn only to the level supported by that student's language ability. In the decontextualized academic environment of most classrooms it is essential for students to have the language skills presumed by the instructor (or the curriculum authors). What happens to those students functioning below this level depends on a variety of factors. Some are in classrooms that build language skills, some are referred for special services, and some fail.

In this final decade of the century, I look for increased administrative recognition of the importance of language and efforts to provide those elements so important to language development:
● knowledgeable teachers
● adequate consultant support
● small class sizes
● action-based curriculums
● peer interactions

Happy New Decade!

Lyn Weiner

MATERIALS

THE ADD HYPERACTIVITY WORK-book for Parents, Teachers, and Kids by H. C. Parker, Ph.D., is a comprehensive, practical work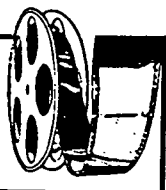book that includes Causes of ADHA, Medication Management, Behavior Therapy Programs for Classroom Management, Stickers-Charts-Contracts for Home Management, and A Story for Kids. The book is $10.95 plus $2.00 postage and handling from Impact Publications,

Inc., Suite 102, 300 N.W. 70th Ave., Plantation, FL 33317.

ESSENTIAL GRAMMAR IS A PRO-gram for the Apple II series (64K), Commodore 64/128, and TRS-80 models III/4. Using a standardized achievement test format, students are asked to identify which of three randomly generated sentences contains an error, or choose "No error." Students may work a lesson (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Agreement with Antecedent) or take a test. Contact Gamco Industries Inc., Box 1911, Big Spring, TX 79721.
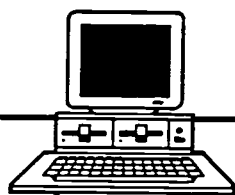
INFORMATION

PARTNERS IN PRACTICE: STRATE-gies for Successful Peer Teaching covers designing a peer teaching program, helping students develop social and cognitive skills, using peer teaching in a reading program, making games and puzzles, encouraging student motivation, and solving problems in the classroom. The cost is $5.95. Contact David S. Lake Publishers, 500 Harbor Blvd., Belmont, CA 94002.

A NEW INSERVICE DELIVERY model will be studied by Dr. Martha Burk through her company, A.U. Software, under a grant from the U.S. Dept. of Educatio. Participants being selected are: **Districts** wishing to join a pilot project during 1990-91; **teachers** who feel in need of specialized training; and **companies** with materials suitable for self-paced individualized teacher training. Her focus is on training for special educators not usually offered at group inservice. Self-paced individualized study materials will be identified or developed to provide computerized feedback and mastery assessment. Contact Dr. Burk: (316) 682-0156, or P.O. Box 8369, Wichita, KS 67208.

Ref: LINC Notes, September, 1989.

IN THE ICD SURVEY III: A REPORT Card on Special Education, a Harris poll, "... more than 60% of the parents surveyed said they knew little or nothing about the Education for All Handicapped Children Act, P.L. 94-142, or the Rehabilitation Act provision against disability bias. Only 22% of parents belong to groups that can help them. ... Only 71 percent of the parents said the IEP objectives are carried out prop-

erly." The survey is available for $15.00 from the International Center for the Disabled, Education and Training Dept., 340 E. 24th St., New York, NY 10010.

Ref: LINC Notes, September, 1989.

FREE: SAMPLES OF "NOTES HOME," two-part, carbonless forms for documenting student information given to parents. Send a self-addressed, stamped envelope to Harding House Publishers, P.O. Box 11029, Southport, NC 28461. You will also receive a catalog of classroom aids.

Ref: LINC Notes, September, 1989.

RESEARCH

SOCIAL SKILLS ARE THE VERBAL and nonverbal outcome-maximizing behaviors performed when interacting with others. An example is a student noticing another's reluctance to join in and offering reassurance. Such skills, often lacking in learning disabled (LD) students, affect the ability to interact socially and personally, as well as affecting educational and professional satisfaction/success. Low social-skill students are more likely to drop out of school and more likely to engage in criminality.

To determine if an opportunity exists for LD students to develop social skills, ask: Does the curriculum:
✓ **Promote social competence** by teaching a student how to:
    Discriminate situations in which social behavior is appropriate?
    Choose skills to be used?
    Perform selected skills fluently?
    Perceive another's cues and make a response based on them?
✓ **Accommodate the learning characteristics** of students by providing:
    Appropriate readability and writing requirement levels?
    Concepts presented orally, in pictures, on audio and videotapes?
    Role-play situations at students' ability and interest levels?
    Activities to show how social skills are applicable to everyday lives?
✓ **Target the social skill deficits of students** in:
    Giving and accepting negative feedback?
    Making positive statements?
    Negotiation & problem-solving?
    Resisting peer pressure?
    Participating in a job interview?
    Explaining a problem?

Initiating & joining in activities?
Making friends?
Asking questions?
Making self-disclosing statements?
Following instructions?
Conversation skills?

✓ **Provide training in situations as well as skills?** (E.g.: Following instructions from a parent, a teacher, a boss).

✓ **Incorporate instructional methodologies found effective for LD students,** such as:

Making them aware of skills?
Providing opportunities in and out of school to practice the skill?
Use of all learning principles?

✓ **Include a method for measuring student progress** — Entry skills, progress, mastery, and checklists of steps involved?

Ref: Vernon, S., S. Hazel, & J. Schumaker. *Now that the door is open: Social skills instruction in the classroom.* PRISE Reporter. No. 20, December 1988. Pennsylvania Resources and Information Center for Special Education, 200 Anderson Road, King of Prussia, PA 19406. 215/265-7321.

Editor's note: Vernon, Hazel, and Schumaker are associated with the Dept. of Human Development and Family Life, and the Institute for Research in Learning Disabilities, at the University of Kansas. Hazel and Schumaker developed the Social Skills for Daily Living program.

LISTENING HAS FOUR SEPARATE, interrelated components: **Receiving, attending, assigning meaning, and remembering.** Listening does not mean agreement *(as: He won't listen to anything I say),* does not require overt response, and does not need to be face-to-face. Of the four language skills — listening, speaking, reading, and writing — listening develops first.

Listening is the most utilized form of verbal communication for students who, on the average, are expected to listen during 42 to 57.5% of their communication time.

Listening has various purposes: *Appreciative* (to gain a sensory impression), *discriminative* (to identify speech sounds, feeling tones, non-verbal cues), *comprehensive* (to understand a message), *therapeutic* (to serve as a supportive 'sounding board'), and *critical* (to form judgments).

Ref: Wolvin, A., & C. Coakley. (1979). Listening Instruction. The TRIP (theory and research into practice) Series. ERIC, Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, IL 61801; and Communication Association, 5205 ...rg Pike, Falls Church, VA 22041.

EXCHANGE

Dear Lyn,

I was quite surprised by the article on Assertive Discipline in the October '89 issue. I have used Assertive Discipline as part of my speech/language therapy program for the past three years and have found it to be quite successful.

I attended the graduate course "Beyond Assertive Discipline" and learned that modelling, describing, and reinforcing the desired behavior is a big part of the Assertive Discipline program. Assertive Discipline also advocates commenting positively on another child producing the correct behavior, i.e., you should try to verbally reinforce a child sitting near the child who is not producing the desired behavior.

Assertive Discipline has increased on-time arrival of my students and has eliminated the need for me to constantly remind students of the appropriate behavior. As a result, so much more time is spent on the positive.

Will Assertive Discipline work for all students? No. I was told that when I took the course. One of the greatest assets is the consistency offered. Students learn that the rules are the same in all situations with all adults.

One thing you should know is that I work very closely with my classroom teachers. I inform the teachers what my language students can or cannot understand. I provide tips to increase the accuracy of direction following. An identified language handicapped student can be successful in the assertive discipline program if the SLP communicates with the teacher.

I would encourage Dr. Creighton to take the graduate course "Beyond Assertive Discipline." I question how many of the authors in the references have taken the course. If they have and still have . . . these opinions, then the only thing I can say is that their instructor and materials must have been much different from mine!

Sincerely,

Susan M. Jude
M.S., CCC-Sp.

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Dear Susan,

Thanks so much for communicating your positive experience with Assertive Discipline. I shared your letter with Judy Creighton; her response is printed below:

Dear Ms. Jude:

You have described beautifully how you are helping classroom teachers make Assertive Discipline work for their students. The excerpts from your letter can serve as guide to other SLPs. Like you, I hope they and classroom teachers will get further formal education in the area of managing students' behavior in positive ways. I am sure we are in agreement that not enough will.

Your school and your own commitment to students' welfare make working closely with classroom teachers a component of your professional help. This is not true of many situations where Assertive Discipline is being used. Further, not only language students but also many normally developing kindergarten and some first grade students can find Assertive Discipline techniques punishing rather than educational.

I have just read in the Fall 1989 **COUNTERPOINT** an article by Philip S. Hall, Teaching for Behavior Change, which expresses the kind of discipline you and I believe in. It embodies: Empathy, identifying the underlying skill deficit or misguided value system, dividing the deficit into teachable parts, and setting up and implementing positive learning experiences.

I hope to meet you one day. You sound like the kind of strong advocate for learners that I hope I am also.

Sincerely,

Judy Creighton, Ph.D.
Syndactics Early Childhood
Behavior Consultant

TEACHING IDEAS
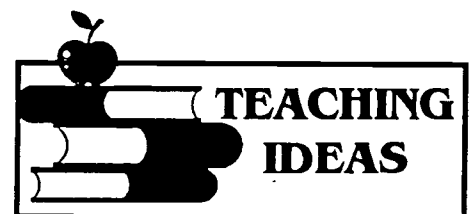
INVITE THREE STUDENTS WITH similar vocal quality, pitch, rate, volume, etc., to sit by a listener — one behind, one on each side. They speak simultaneously for three minutes. The listener then records on paper what he/she has actually comprehended. Repeat with two speakers. The full class discusses: Listener frustration observed, amount 'heard,' ease of sorting message from two versus three, and so on.

Ref: Wolvin, A., & C. Coakley. (1979). Listening Instruction. The TRIP (theory and research into practice) Series. ERIC, Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, IL 61801; and Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041.

PREPARING STUDENTS FOR ASSERTIVE DISCIPLINE: TEACHING DESIRED BEHAVIOR

This self-evaluation form may be used with an individual student or an entire class in mind. For extra information, you may ask an observer to complete an additional form, then compare the results.

PROVIDING DIRECT INSTRUCTION IN CLASSROOM BEHAVIOR

1. Reviews class rules each day.
   Comments: YES   NO

2. Models socially responsible behavior.
   Comments: YES   NO

3. Explains rules in terms of the child's own needs.
   Comments: YES   NO

4. Gives reasons for redirecting or denying behavior.
   Comments: YES   NO

TEACHING POSITIVE SELF-TALK

1. Builds self esteem by validating the positive aspects of a student's behavior.
   Comments: YES   NO

2. Limits undesired behavior by maintaining control over desired resources.
   Comments: YES   NO

3. Keeps the success rate high with developmentally-appropriate activities.
   Comments: YES   NO

4. Attributes student success to effort and ability.
   Comments: YES   NO

PROTECTING SELF ESTEEM

1. Demonstrates desired behavior while describing it.
   Comments: YES   NO

2. Removes possible sources of misbehavior.
   Comments: YES   NO

3. Offers an alternative activity along with an explanation for the change.
   Comments: YES   NO

REFERENCES

1. Canter, L., & Canter, M. (1976). Assertive Discipline. Los Angeles, CA: Canter and Associates, Inc.

2. Brophy, J., & Evertson, C. Context Variables in Teaching. Educational Psychologist. 12, 310-316. 1978.

3. Snow, C. Literacy and Language: Relationships During the Preschool Years. Harvard Educational Review. 53, 165-189. 1983.

4. Baumrind, D. (1977). Socialization and instrumental competence in young children. In E. M. Hetherington and R. Parke (Eds.). Contemporary readings in child psychology (pp. 279-290). NY: McGraw-Hill.

5. Schacter, F. F. (1979). Everyday Mother Talk to Toddlers. NY: Academic Press.

6. Baumrind, D. (1977). Socialization and instrumental competence in young children. In E. M. Hetherington and R. Parke (Eds.). Contemporary readings in child psychology (pp. 279-290). NY: McGraw-Hill.

7. Brophy, J., Teacher Praise: A Functional Analysis. Review of Educatonal Research. 5-32, Spring, 1981.

8. Lewis, M., & Saarni, C. (1985). The socialization of emotions. NY: Plenum Press.

CS

EXPANDED SLP ROLE DEFINED IN NEW DOCUMENT

A recent publication from the California Department of Education highlights the shifting role of the public school speech/language pathologist (SLP) by presenting eleven alternative models for provision of language, speech and hearing services. The models in **Program Guidelines for Language, Speech, and Hearing Specialists Providing Designated Instruction and Services** are designed to meet the needs of students who are:

- eligible for special education under current federal and state mandates
- at risk
- functioning at or below 50% of their chronological age in receptive or expressive language development

Using one or more of the service delivery models described below can increase the flexibility of both staff and administrators, and assist in the construction of programs which best serve the needs of a particular student or group of students.

#1: Traditional Pull-Out Model

Students with communication disorders are seen individually or in groups in an area set aside for that purpose. Duties include screening, assessment, IEP development and direct service provision. The caseload should not exceed 55 persons (or 40 when the caseload consists entirely of preschool pupils) and the recommended schedule includes times for preparation, conferences, and student study team meetings.

#2: Infant-Preschool Home-based or Center-based Model

Infants and toddlers (birth to five) receive scheduled speech/language stimulation and remediation services in the home while their parents or guardians receive necessary information and support. Children may also be brought to an ongoing school program for observation and/or participation.

#3: Transdisciplinary Team

Handicapped children (birth to five) benefit from the combined knowledge of professionals in different areas functioning as a team. As a member of this team, the SLP shares the responsibility for assessment and implementation of the child's remediation program.

#4: Classroom Intervention Model for Elementary Schools

The SLP and elementary classroom teacher cooperate to provide an environment in which handicapped and at-risk students may accelerate their language development. Activities may include:

- classroom-based oral language instruction
- periodic consultation with the classroom teacher
- in-service training and staff development
- meetings with administrators and parents
- direct service

#5: Classroom Intervention Model for Secondary Students

By team teaching, the SLP and the resource specialist, special class instructor, or regular classroom teacher can provide students simultaneously with content as well as effective language learning strategies. Because of the role of language in learning problems of secondary students, the SLP may also be involved with:

- working with other staff on curriculum development
- helping students apply strategies to new learning situations
- acting to increase school attendance
- helping prevent school dropouts
- coaching students to take proficiency or other achievement tests
- helping to increase independence and self-motivation

#6: Departmentalized Model for Secondary Schools

Between six and fifteen identified students attend a daily one-hour class, taught by the SLP, in which they receive speech and language intervention as well as instruction in

the core curriculum. This is part of selected students' regular schedule; the SLP is responsible for:

- classroom and behavior management (including attendance)
- lesson planning and curriculum development
- assessing performance
- covering relevant topics, including vocabulary, social skills, life skills, study skills, reading comprehension, coping strategies, conversation skills, and writing

#7: Language Laboratory Model

Students placed by a cooperative decision involving the SLP, other school personnel, and the student's parents, attend the lab in order to increase skills in:

- reading and writing
- pragmatics
- the core curriculum

The SLP directs and supervises the participation of teachers, parents, administrators, paraprofessionals, and volunteers as their activities help support the goals of the laboratory.

#8: Paraprofessional Model

A paraprofessional, under the supervision of an SLP, provides direct services and assists in clerical duties.

#9: Postsecondary Transitional Model

College students with communicative disabilities are helped to develop skills essential for effective social, academic and vocational interactions. Students make appointments for the services, which resemble those of the pullout model.

#10: Language and Speech Consultative Models

The SLP acts as an advisor and resource person to parents and other school personnel by answering questions, providing information, presenting demonstrations, and facilitating access to resources. Specific types of consultants identified are:

- ✓ Consultant—Nonverbal Populations
- ✓ Bilingual Language, Speech, and Hearing Consultant
- ✓ Diagnostic Consultant
- ✓ Community-Based Language, Speech, and Hearing Consultant
- ✓ Mentor Teacher Consultant

NOTES
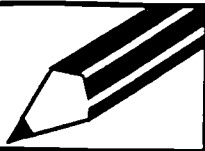
Of the eleven service delivery models described in this month's front page article, nine have been developed specifically to make use of the SLP's expertise in language development. The appearance of these models marks three separate but related changes:

1. Recognition of the school speech/language pathologist as an expert in language use and language development.

2. Interest in increasing student language-learning opportunities during the school day.

3. Acceptance of the increased need for alternative service delivery.

In theory, these changes help everyone win. Students receive needed help and professionals interact together to provide this help. In practice, however, the negotiation required to implement these changes can lead to "turf wars."

Next month's issue will look at some important ways to help individuals set and achieve common goals for their students.

Lyn Weiner

INFORMATION

TWO UPDATED BROCHURES ARE available free from American Speech Language Hearing Association (ASHA). *How Does Your Child Hear and Talk?* shows stages of communication development from birth to age five (a multicolor chart is included). *ASHA Answers Questions About Otitis Media, Hearing, and Language Development* explains the way middle ear disease can cause problems in learning speech and language. There are more than 2.2 million ch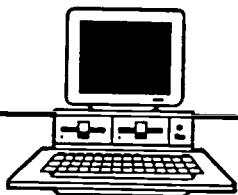ildren aged birth to 18 in the United States with speech, language, and hearing disorders; these brochures are among the many supports ___ ovides for persons working with dren. More information and a list of ASHA-certified speech-language pathologists and audiologists in each state are also available. Contact: ASHA Helpline (800) 638-8255, or write to ASHA, 10801 Rockville Pike, Rockville, MD 20852. [In Maryland, Alaska, and Hawaii, call (301) 897-8652.]

Source: LINC Notes, Sept. 1989.

THE TASH T.A. PROJECT IS DEsigned to link TASH (The Association for Persons with Severe Handicaps) expertise to service providers for people with vision and hearing impairments. This project is funded by the U.S. Department of Education, Office of Special Education Programs, under Agreement #H025C80001-8. For information on obtaining technical assistance, write to: **Teaching Research, 345 N. Monmouth Ave., Monmouth, OR 97361;** or contact TASH at (503) 838-1220, ext. 391.

IF EXTENDED SCHOOL YEAR PROgrams are being discussed in your district, the complete report on Sarah Kirk's **Issues and errors in planning extended school year programs** may be useful to you. Seattle schools' policy on offering Extended School Year [ESY] programs is research-based. Rather, the authors state that "ESY eligibility should be determined on the basis of explicit criteria, and educators evaluating a student against those criteria should use primarily the direct, ongoing assessments of measurable IEP objectives. Comparing a student's September performance to his or her performance the previous May should provide a strong indication of whether or not ESY was needed (if it was not provided that summer)."

Call PAVE at (206) 565-2266 (V/TDD), or 1-800-5-PARENT (V/TDD) in Washington.

Source: FOCUS, University of Washington, Seattle, WA 98195, February/March 1989.

FOCUS 22: A GUIDE TO SPECIAL language services for minority language students is a revision of an article by Grace Stovall which first appeared in 1983, published by the National Association of State Boards of Education. The revision, from NCBE [National Clearinghouse on Bilingual Education], is updated to 1985. Its information on philosophy and approaches to special language services for LEP (Low English Proficiency) students can inform decision making in the 1990's.

In this guide, the authors state that learning and using language requires cognitive skills, which have subsets: social exchange language skills and academic (more cognitively demanding) language skills. "Fluency in social communication skills does not guarantee success on tasks that require higher-order, academic language proficiency . . . because different sets of cognitive skills are involved in social-interaction tasks and tasks."

Cognitive academic skills in a second language depend on proficiency in the native language. "Once a student has learned to read in the first language, for example, general reading skills, such as inferencing, do not have to be relearned in the second language." Copies may be ordered from NCBE, 11501 Georgia Avenue, Wheaton, MD 20902.

TEACHING IDEAS
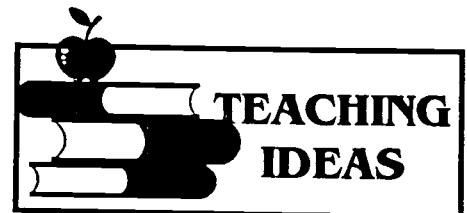
TO HELP ADOLESCENTS LEARN TO listen to their classmates, play a riddle game with materials created by class members.

1) Assign each student to locate one joke in the school library, write the question part on one index card, and write the answer part on a second index card. Students should identify which part is the question and which part is the answer. *(Example: Question — What has four wheels and flies? Answer — A garbage truck.)*

2) Collect the cards and check for ease of reading and/or accuracy. Separate the question and answer cards.

3) To play the game, distribute the answer cards to students and stack the question cards in a central area. Select a student to read a question card. The student having the correct answer may read the next question card.

If this game is a hit with your students, you may also ask them to prepare cards based on curricular materials. *(Example: Question—What river separates the states of Missouri and Illinois? Answer — The Mississippi.)*

This game is based on a suggestion from **Classroom Communication Screening Procedure for Early Adolescents** by Charlann Simon.

TO TEACH POSSESSIVES AND PREP-ositions to preschool or primary students, try this activity:

1) Help the children make bows in the following manner: Distribute a sheet of typing paper to each child. Provide time for decorating one side of the sheet by coloring or painting.

2) Demonstrate how to fold the paper into approximately four accordion pleats. Fold over approximately 1 inch from one 11" side of the sheet and crease. Turn the sheet over and make a second fold. Repeat the process of turning the sheet and folding until the entire sheet has been folded into pleats. To finish the bow, pinch the center together and secure with two staples.

3) At a signal, children move about the classroom, placing their bows in various positions. When the children are in place, ask, *"Where is (name)'s bow?"* The children may answer separately or as a group, using the response form: *"(Name)'s bow is _____."* (for example, under his desk.)

RESEARCH

TRULY INTEGRATED, VERSUS SIM-ply desegregated, programs for handi-capped students include these essential integration practices:

● SpEd students are dispersed among regular classes, with appropriate support staff and services.
● Initial school site preparation is pro-vided for regular education students, fac-ulty and staff, plus ongoing disability awareness programs.
● There is leadership by the principal plus administrative support.
● Parents of regular and special educa-tion students are given support.
● Structured and informal opportunities for reciprocal social interaction (may include a friends or buddies program) exist.
● Maximal participation in regular education classes and activities such as assemblies, field trips, lunch, recess, cere-monies, sports, clubs, dances, as well as in elective subjects is encouraged.

Source: Halvorsen, A. *The integration challenge.* PRISE Reporter, Feb. 1989

LEP (LIMITED ENGLISH PROFI-cient) students are at risk to dropout be-cause they may face many personal and actors, including:
equent health problems

● Above or below average intelligence
● Difficulty relating to authority fig-ures
● Coming from a single parent home
● Financial distress
● Low parental expectations

School-related risk factors may include:
● Being older than one's classmates
● Poor grades
● Limited extracurricular involvement

Approaches to dropout prevention with these students include:
● **Tutorial** (Example: The Valued Youth Partnership program in San Antonio Texas trains high school students to tutor junior high school at-risk students several hours a week.)
● **Counseling** (Many dropout pro-grams incorporate this component, including the San Antonio program.)
● **Alternative curriculum** (Example: The Newcomer High School in San Francisco provides two years of in-tensive instruction in English, plus bilingual support classes in content areas, before students transfer to regular high schools.)
● **Work-related** (Example: The Cali-fornia Peninsula Academies enroll high school students identified as potential dropouts in a school-jobs related program.)

For more information, contact: NCBE (National Clearinghouse for Bilingual Education) at (301) 588-6898 or (800) 647-0123, 8737 Colesville Road, Suite 900, Silver Spring, MD 20910.

Source: NCBE FORUM, July-August, 1989.

MATERIALS
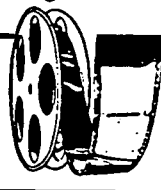
A FREE SPECIAL ED/REHAB CATA-log of award winning, best selling com-puter software is available from Intuit Computing. Call 1-800-633-1221 to re-quest this catalog.

Source: CSHA, June 1989

BEST PRACTICES FOR BEGIN-ners: Quality Programs for Kinder-gartners is available free from the Univer-sity of North Carolina. ". . . While most early childhood teachers are knowledge-able about appropriate instructional prac-tices, only one-fifth of kindergarten classes

studied have appropriate programs." Con-tact Dr. Richard Clifford, Frank Porter Graham Child Development Center, CB 8040, NCNB Plaza, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599.

MI GLOBO, AN EIGHT-PAGE SPAN-ish newspaper for grades 2 to 4, is published ten times during the school year. For a sample copy, write to Mi Globo Publish-ing, 11320 Meadow Flower Place, San Diego, CA 92127.

Source: LINC Notes, Sept. 1989.

EMPOWERMENT: CHOICES AND Change is a 90-minute cassette from the 1988 conference of TASH (The Associa-tion for Persons with Severe Handicaps). Transcripts of the three speeches are avail-able for persons with hearing impairments. Cost of the cassette is $10.50, or if paid by check, $9.50. (Washington state residents add 81¢ state sales tax). Order from: TASH, 7010 Roosevelt Way NE, Seattle, WA 98115; or call (206) 523-8446.

Alternative Service Models for SLPs

#11: School-Based Programs

This model was made possible in 1981 by California legislation that provides flexi-bility in the use of categorical resources. Under this model, the SLP is not limited by categories when helping to determine the most effective program for a student or group of students.

Program Guidelines Cover Other Areas

In addition to more detailed descriptions of the eleven service delivery models, this new publication covers other areas of inter-est to SLPs, parents and administrators. As an example of the practicality of this man-ual, one form, **General Classroom Modi-fications**, is reprinted on page 4.

Copies of **Program Guidelines for Language, Speech and Hearing Specialists Providing Designated Instruction and Services** can be obtained from the California State Department of Education for $6.00 each. Request ISBN 0-8011-0817-9 from: California State Department of Education, Publications Department, P.O. Box 271, Sacramento, CA 95802-0271.

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General Classroom Modifications

In the appropriate box give the date when classroom modifications to accommodate students with speech, language, or hearing difficulties were **discussed** with the classroom teacher, and date they were **implemented**.

Date Discussed with Teacher	Date Changes Were Made	Comments	Suggested Modifications
			1. Provide a home-school checklist.
			2. Provide peer partners or a "buddy" system.
			3. Provide preferential seating.
			4. Provide cross-age tutoring.
			5. Increase routine and predictability.
			6. Move about room to maintain attention.
			7. Touch students occasionally to reward or orient.
			8. Use visual aids and examples liberally.
			9. Provide parent/teacher conferences.
			10. Consult with fellow teachers.
			11. Use easier material or shorter assignments than those usually given.
			12. Provide classroom contracts.
			13. Begin the day by reviewing the schedule and expectations.
			14. Study check sheets.
			15. Decrease change.
			16. Create a quiet study area.
			17. Provide breaks during the instructional day.
			18. Provide period-by-period reinforcement.
			19. Change teacher or grade.
			20. Modify the schedule or shorten the school day.
			21. Increase student participation in commitment and decision making.
			22. Obtain adult tutor volunteers.

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COLLABORATIVE CONSULTING FACILITATED BY SHARED PERSPECTIVE

Collaborative consulting, a recent model for teaming a classroom teacher with a resource specialist, is gaining popularity as a method for providing needed language services to:
- special education students
- at risk students
- LEP students[1,2]

Defined as "a process among equals in which those involved share complementary expertise, with the intent of making decisions and implementing programs,"[3] this approach allows the classroom teacher and the speech/language pathologist (SLP) to cooperate in providing an environment which helps handicapped and at-risk students accelerate their language development. Activities may include:
- classroom oral language instruction
- teacher consultation/observation
- in-service training & periodic meetings
- direct service

In theory, this is a model in which everyone wins. The SLP learns more about the language demands in a particular classroom. The teacher learns more about ongoing ways to reduce the language demands, increase language skills, or both. As a result, students gain a language environment matched to their specific needs.

How closely the reality matches this description depends, in part, on the personalities involved. Other influential factors are:
✓ the degree to which the teacher understands the importance of language
✓ the degree to which the SLP understands the teacher's curricular responsibilities
✓ the flexibility of the consulting speech/language pathologist in accommodating teacher needs
✓ the currency of the consultant's information about teaching, the curriculum, and how language affects academic success.

Attending to these factors by implementing the following suggestions may help profes-

sionals from two different disciplines work to develop a common ground.

Write Language Objectives in Terms of Educational Outcomes

A language objective written in the form: *(Name) will (language behavior) so that s/he can (classroom behavior)* accomplishes several purposes:
- **Keeping the consultant focused on the curriculum.** Since the SLP identifies and treats students whose language problems interfere with their education,[4] the ideal treatment will directly teach the language skills that most improve educational achievement.
- **Communicating the relevancy of language to the teacher.** This especially helps the teacher who sees "language time" in direct competition with "teaching time."
- **Creating a realistic classroom expectation for the student.** A difficult student behavior (such as talking out of turn) can be dealt with more positively if the teacher knows that procedures are in place to improve that behavior.

Sample objectives include:

Irene will correctly respond to instruction containing the words "center, corner, row, column, line, before, after, until, while" so that she can participate in classroom activities using those words.

Martin will correctly describe a shared activity in a sequence of sentences so that he can apply this "narrative skill"[5] when listening in class.

Alicia will describe an event with sufficient detail to allow listener comprehension so that she can apply this skill in her writing assignments.

The chart on page 4 can be used when developing other objectives of this form.

Emphasize Language Facilitating Activities That Teach Content

Teachers are urged to increase their academic learning time (ALT), defined as the amount of time in which the students are:
✓ expected to work on a curricular-based task
✓ engaged in the task
✓ showing a high rate of success.[6]
Consultants can help teachers meet these

criteria by showing them how oral language instruction can be based on content in the curriculum. Sample activities are:

Barrier games for teaching math or geography. For math, give students identical grids. The speaker identifies a square in the grid to color and the color to use. For geography, use identical maps.

Riddles used to review the day's activities. The consultant can generate riddles during observation, then give them to the teacher for later use. Samples are: *I'm the number before three* or *I sit in front of Maria* or *You read me right after recess.*

Utilize Questions to Help Build a Truly Collaborative Model

Offering unwanted information or suggestions is not an effective use of time. Consultants are generally most useful when they know how a classroom works and what the teacher's goals are.

Collaborative consulting expert Charlann Simon advocates visiting the classroom without any preconceived expectations. Rather than feeling pressured to act as outside experts, consultants need to practice saying, "I'm here so that I can learn more about how your classroom works."[7]

After observing, consultants may use questions such as the following to invite teachers to share their own perspective:

What classroom activities do you like the most? Which do you dislike? Can you describe a really good day at school?

When would be the best time for us to meet? How would you like me to get information to you? What gains do you hope to see as a result of our interaction?

What kinds of things trigger your need for new information? Where do you go to get it? In what areas would you like information now?

Collaborative Consulting Potentially Benefits Many

Although a recent approach to service provision, collaborative consulting potentially offers benefits to teachers, SLPs, administrators and students. The transition from working separately to working together can be eased by sensitivity to one another's needs, and the ability to share a single educational perspective.

NOTES
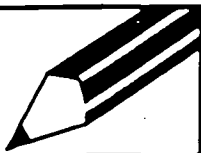
About once a year, we get a letter asking who or what Syndactics is — or one from a reader who assumes that we are a large corporate entity with many offices and employees. Although it's fun to pretend that we're that large, lack of clarity might prevent our receiving important information from you. Syndactics is a Phoenix-based educational consulting firm that offers on-site consulting, inservices, and a limited number of materials to individuals and districts interested in meeting the language needs of their students.

The name Syndactics is composed of two parts: syn — meaning together — and dactics — referring to teaching. We like the concept of teaching together for two reasons: ① All Syndactics consultants have teaching experience at both public schools and universities. ② Consistent with others involved in educational reform, we view consulting as a process of empowering teachers and administrators so that they in turn can empower the classroom learners.

One of the goals of Syndactics is to find information that has been developed by one group and get that information into the hands of others that need it. This is where you come in. Please let us know about your own reforms, programs, and materials — so lon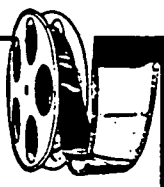g as you are willing to share the information with others. An item in the Bulletin generates 50-500 responses. It's a great way to share positive experiences and findings about language in education.

Have a great March!!

Lyn Weiner

MATERIALS

THE HEARING-IMPAIRED STU-
dent in the Normal-Hearing Classroom is a 1 hr. 50 minute videotaped discussion of the problems encountered by the mainstreamed hearing impaired student. Attention is given to the intervention strategies to be employed by speech-language

pathologists and classroom teachers to maximize the student's success. Available for $59.00 from: Self-Directed Learning Programs, 116 Stewart Center, Purdue University, West Lafayette, IN 47907.

SPECIAL TIMES FOR PARENTS and Kids Together contains ideas and learning activities to make a child's weekends, vacations and holidays enjoyable. Available for $8.95 plus $1.00 postage and handling from: First Teacher, Inc., Box 29, Bridgeport, CT 06602.

PARENT ARTICLES FOR EARLY Intervention provides more than 200 informative, attractive letters to reproduce and give to parents. Topics covered are motor development, movement, equipment, communication, vision, hearing, cognitive development, personal care, feeding, emotional development, feeding and family support. Available for $39.00 from: Communication Skill Builders, P.O. Box 42090, Tucson, AZ 85733.

INFORMATION

AN EXCELLENT REPORT ON *BLACK and Hispanic Students: Do We Help or Hinder?* was generated following a conference at Gallaudet University last spring under the joint sponsorship of Pre-College Programs Outreach (Gallaudet) and the Conference of Educational Administrators Serving the Deaf. It was published Fall 1989 in **The Progress Report,** a publication which is sent, free of charge, to programs and schools for hearing-impaired students across the United States. For information about the report contact: Joni Johns, Editor, **The Progress Report,** KDES-PAS-6, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002. Back issues may also be available.

TWO VIDEO SERIES SUITABLE FOR broadcast or cable television are distributed by Bill Barnhart of International Telecommunication Services, Inc.: **I'm Special,** eight programs designed to train physical education teachers to work with handicapped students; and **Young & Special,** a series that prepares early childhood teach-

ers for mainstreaming handicapped children. For free previews or broadcast/cablecast information contact Barnhart at 2492 Freetown Dr., Reston, VA 22091; (703) 476-4468.
Source: LINC Notes, Sept. 1989.

SEVEN ELEMENTS ARE CRUCIAL in the restructuring of Alaska primary schools, according to the Alaska Department of Education:
● development of a solid language base at an early age
● use of the child's home language as the initial language of instruction
● a "whole language" approach that helps children learn language by hearing it, using it, writing it, thinking it and reading it through integrated activities and instruction
● programs that are developmentally appropriate to children's ages and individual characteristics
● use of culturally appropriate activities and role models
● partnerships among schools, parents and communities
● reduced class size in kindergarten through fourth grade
Source: **Alaska Education News,** September, 1989.

VESTIBULAR DISORDERS OF THE ear are associated with developmental delays, motor dyscoordination, postural abnormalities and learning disabilities. Two common vestibular disorders are:
● **Benign Paroxysmal Positional Nystagmus (BPPN)** — in young children, this is usually caused by head trauma which damages the semicircular canals and associated balance organs in the inner ear. This damage produces intermittent and varying distortion in the sensory messages sent from the balance organs to the brain. *"In some patients, BPPN will manifest only as puzzling behavior, especially in children, who are less likely to verbalize what seems normal to them. It is important to remember that vertigo, which is the sensation of the environment or the person moving when they are actually not, is always indicative of abnormal vestibular function."*
● **Perilymph Fistulas (PLFs)** — breaks or leaks in the tiny membranes that separate the fluid-filled inner ear from the normally air-filled middle ear. PLFs can cause many of the same symptoms as BPPN, as well as tinnitus (ringing in the ears), fluctuations in

hearing, and sensations of fullness and pressure in the ears. *"Hearing loss is frequently associated with PLFs and can become permanent if left untreated. PLFs can also contribute to meningitis, as they form a link between the brain and the bacteria of the middle ear... Most acquired hearing loss results from purulent inner ear infections which often affect the vestibular organs as well as the cochlea: thus it is not surprising that a high incidence of vestibular disturbances is found in children with acquired hearing loss."*

Ref: Blomgren, J. (1989). *Vestibular disorders: causes and effects of a hidden problem.* Children Today, July-August. This account is based on well-documented medical evidence reported in Developmental Medicine and Child Neurology, 30, 1988.

TEACHING IDEAS
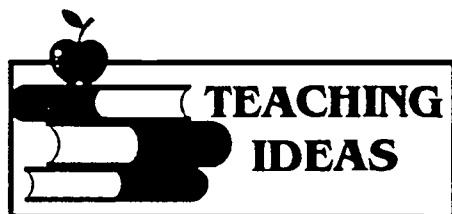
USE PHOTOGRAPHS OF CLASS-room activities to teach language within the curriculum. Photograph the stages of an activity or project, then work with students to use the photos in a display. Students sequence the photos and dictate or write descriptive copy.

TO HELP ADOLESCENTS DEVELOP speaking, listening and cognitive skills, cut postcards into halves the long way. Mark the top half A and the bottom half B. Each student draws a postcard piece. The students with parts marked A take turns describing their pieces while the listening students take notes and make decisions. After all descriptions are completed, all the students with cards marked B move to the person each feels has the matching part of the postcard. Students feeling their matching piece was not described may remain seated. Students compare pieces, then either write up or orally describe the experience.

TO HELP PRIMARY STUDENTS DE-velop listening skills, give them practice "making pictures in their heads." Tell students to close their eyes and picture the situation you describe in a simple sentence (*The chair sat in a corner*). Ask questions about their picture: What color is the chair? a cushion in the seat? What kind of How tall? etc.

RESEARCH

LANGUAGE TASKS ADMINISTERED to 180 children identified 36 of 48 children who later had reading problems. Poor performance on three language tasks was an especially good predictor:
- ✓ Understanding complex sentences such as *"The dog that bit the cat ran."*
- ✓ Selecting missing words in sentences such as *"The girls decorated the _____ tree."* (big, Christmas, old)
- ✓ Retrieving words rapidly. (For example, quickly naming 36 unrelated pictures.)

Source: ASHA, August 1989.

RESEARCHERS TRAINED PARENTS to ask open-ended questions, expand on the child's answers, and provide praise and correction when reading to their 2- and 3-year-olds. Other parents, who had not received the training, used their standard techniques when reading. One month later the actively involved children showed an 8 1/2 month advantage in verbal expression and a 6-month advantage in vocabulary over the other children. Nine months later the actively involved children still held a 6-month advantage on both tests.

Source: Learning90, February, 1990.

PHYSICAL ENACTMENT OF FAN-tasy experiences (fairy tales or role playing) had a sizable effect on cognitive development and impulse control for disadvantaged preschoolers. Simply listening and discussing was often no more effective at influencing cognitive development than engaging in such standard preschool activities as cutting and pasting.

Ref: Saltz, E., D. Dixon, and J. Johnson, *Training Disadvantaged Preschoolers on Various Fantasy Activities: Effects on Cognitive Functioning and Impulse Control.* Child Development, 1977, 48, 367-380.

EXCHANGE

Dear Lyn,

I understand that language difficulties can impede academic progress, but how can a child who talks (all the time!) have a language problem?

Also, as a classroom teacher, how can I tell if a child does have a language problem?

Rivka Dushoff-Goldberg

Dear Rivka,

The past ten years of research have helped us to understand much about the relation between language skills and academic success. Although many different aspects of language (vocabulary, grammar, sound production, etc.) can play a part, the most significant factor in school success is the degree of decontextualization the student can process.

Children developing language go through the three stages described on page 4 of this issue. At first, everything they talk about is directly in front of them. When children talk about items in the surrounding environment, the resulting language is called contextualized because it refers to objects and events in the immediate context. Later, children learn to understand and talk about topics that are remote in time and space, as well as abstract concepts (like sounds). This ability to use decontextualized language is expected in some school districts as early as the first day of kindergarten.

A child who talks too much may still be at Stage II (Sequencing Experience) when her classmates are at Stage III (Literate Language) — and Stage III is the level required for academic success.

Here's an inexpensive way to tentatively determine a child's level of decontextualization: Locate a comic strip in the Sunday papers that tells a story entirely with pictures. Show the strip to a child and ask, "Tell me the story."

A child at Stage I will describe separate pictures, and will not try to link them into a story. (Here's a man. Here the man is sitting. Here's a dog.)

A child at Stage II will tell a "skeletal story" that covers only what is pictured.

A child at Stage III will tell a longer story and will add details not pictured if necessary for coherence.

By the way, this is a good way to check the language levels of children speaking a first language other than English.

Lyn Weiner

MATCHING LANGUAGE OBJECTIVES WITH LEARNER BEHAVIORS

Many classroom behaviors depend on internalized language skills that allow the learner to understand what is expected. As students developing language move from one identified stage to another, a related improvement in classroom participation is seen.*

Description	Sample language goals	Related classroom behaviors
STAGE I: HERE-AND-NOW TALKING		
Talks primarily about what is being directly experienced. In order to understand others, the listener needs to see what is being talked about. Successful verbal interactions are in the form of dialogues: both the speaker and listener are active participants, and the roles of speaker and listener as well as the conversational topics change rapidly. The preferred learning style is direct exploration (for instance, at centers) during which the student hears ongoing adult talk describing actions or is free to talk with another student.	Expands use of different nouns, verbs, prepositions Talks/answers questions about on-going activity Follows instructions containing specific vocabulary Engages in extended dialogue (at least three turns) Follows two-part instructions	Talks with peers at centers Answers questions about names of objects and attributes Participates in activities requiring comprehension of specific vocabulary Follows 2-part instructions in class Engages in (brief) "let's pretend" activities with classmate
STAGE II: SEQUENCING EVENTS		
Talks about a sequence of events that was personally experienced. Able to respond to a single question *(How did you make that wagon?)* with several sentences indicating what happened first, next, and last. Successful verbal interactions include some narratives: the child becomes an observer of the communication rather than a participant, and the speaker (usually the teacher) takes one long turn on a single topic. Students begin to practice the rules for group communication and can keep comments on a topic introduced by the teacher. The preferred learning style is small group interaction supported by visual aids.	Relates experiences in a series of sequenced sentences Makes up dialogue for stories or plays Uses some complex sentences Sequences pictures of familiar experiences Answers questions about what happened first, next and last	Discusses the sequence of events in stories Answers questions about story facts Follows a sequence of instructions Retells stories Follows the classroom routine Keeps comments and questions on topic Raises hand to talk Listens when other students talk
STAGE III: LITERATE LANGUAGE		
Has sufficient language experience and encoding skills to understand and process decontextualized language: language that refers to objects, actions and events not present in the classroom. Discusses stories and activities in detail and can reflect on what might have happened. The preferred learning style varies with the situation, but students can work independently on worksheets and/or listen as the teacher provides new information.	Uses detail when telling stories Verbally plans a 4-part activity Discusses self and experiences so that a listener understands what happened Derives meaning from a string of sentences	Understands and follows detailed instructions Benefits from sound-based reading instruction Independently completes homework and worksheets Takes part in group discussions Can learn something new by listening or reading

*The stages described are taken from K-TALK (Kindergarten-Teacher Administered Language Kit). You may request a full-color information packet about this kit from: Lisa Comela, Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733. (602) 323-7500.

REFERENCES:
1. Program Guidelines for Language, Speech and Hearing Specialists Providing Designated Instruction and Services. Sacramento, CA: California State Department of Education. 1989. Available for $6.00 from the California State Department of Education, Publications Department, P.O. Box 271, Sacramento, CA 95802-0271.

2. Simon, C. Classroom Communication Screening Procedure for Early Adolescents. Tempe, AZ: CommuniCog Publications. 1987. Available for $35.00 from CommuniCog Publications, Box 27771, Tempe, AZ 85285.

3. Margolis, H. *Artful Dimensions of Collaborative Consultation.* Information Edge: Language and Language Disorders. Moorestown, NJ: Project Communication. 1990.

4. Neidecker, E. School Programs in Speech-Language: Organization and Management. Englewood Cliffs, NJ: Prentice-Hall. 1987.

5. Westby, C. *Learning to Talk — Talking to Learn: Oral-literate Language Differences.* In Communication Skills and Classroom Success edited by C. Simon. San Diego, CA: College Hill Press. 1985.

6. Berliner, D. *Effective Classroom Teaching: The Necessary but Not Sufficient Condition for Developing Exemplary Schools,* in Research on Exemplary Schools. New York: Academic Press. 1985.

7. Simon, C. Private communication.

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Syndactics

BULLETIN /April 1990

CLASSROOM MODIFICATIONS HELP "AT RISK" STUDENTS DEVELOP NEEDED LANGUAGE SKILLS

Although "at risk" students frequently require additional language skills,[1] many traditional classroom practices do not allow opportunities for children to develop in this area. Teachers can inadvertently block language learning by utilizing procedures intended to provide an efficient transmission of information:
● students work silently and individually
● talk is only on topics introduced by the teacher
● students learn primarily by listening to teachers
● talk occurs only with the teacher's permission
● only one speaker is allowed at a time; other class members function as listeners.

"The result is that, at school, children are reduced for a much greater part of the time to the more passive role of respondent, trying to answer the teacher's many questions and carrying out his or her requests... what we have found is that, compared with homes, schools are not providing an environment that fosters language development. For no child was the language experience of the classroom richer than that of the home — not even for those (homes) believed to be 'linguistically deprived.'"[2]

What is missing are opportunities for the kinds of spontaneous one-to-one dialogues that lead to language growth. [3, 4, 5] The suggestions given below may help in the creation of language-learning opportunities that also help students learn content.

Arrange Opportunities for Interactions with More Advanced Language Users

For younger students, the upper primary grades provide an ready supply of "linguis-tic tutors" who can meet their own objectives as well by:
● reading to younger students
● writing original stories for them
● transcribing stories which the younger students dictate
● illustrating an experience related by the younger students

Try Alternatives to Expository Instruction

Expository instruction, which takes place when a teacher gives information to a group of listeners, creates difficulties for students who may not be able to understand the teacher. One alternative method is cooperative learning,[6] in which students solve problems in small groups. Another method is the use of centers or laboratories in which peer conversations are permitted. In addition to developing socializing verbal skills, students:

1. May actually get higher quality content information from peers. In pair or small group situations, lack of comprehension is much more apparent. Generally, speakers respond to signals that a listener does not understand by repeating the information, or simplifying the message.

2. Change their role from that of a passive listener to that of an active conversational partner who must make an effort to create meanings from the interaction.

Create Classroom Experiences

Set aside some time for classroom projects that utilize math and reading skills: building a rocket mock-up, making a prehistoric diorama using a scale of 1 to 100 (or 1 to 1000), drawing maps for a "buried treasure," or dramatizing a moment in history.[7] Conducting these experiences and then describing what you did as a group helps students develop essential skill in sequencing. This is especially important for stu-dents from a cultural background that sequences events in a different way.

Share Control of Power with Students

This sharing has two benefits:
1. Students develop language skills through the process of discussing what will happen — a topic that involves them directly.

2. Students experience some control over their educational process and understand that they have the opportunity to make decisions that will directly affect their fate within the educational environment.

Possible ways to share power include:
● Involving students in making class rules from the first day of school.
● Affording students the opportunity to set their own goals
● Conferring with students on instructional strategies — "How can we best learn this?"[8]

Allow Time for Individual Conversations with Your Students

In addition to allowing you to accurately gauge a student's level of learning,[9] these opportunities provide students with practice in extended conversation. To begin this process, you may ask students to dictate events that you transcribe in their personal journal. Older students can talk with you about events they have already written in their own journals.

Modifications Can Be a Group Process

Alterations in classroom procedures require energy to implement. One way to share the work is to form a group. Each teacher can pick one suggestion to try for a limited period of time (for example, one hour each week for four weeks). The reporting form on page 4 can be used to help plan and report on the activity.
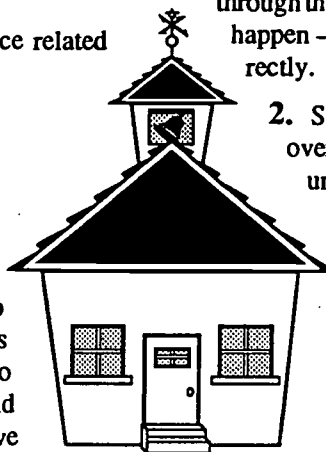
NOTES
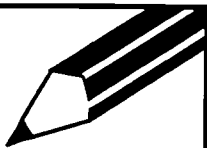
With spring finally arriving, there seems to be a general increase in activity. Certainly, this April is no exception!

On April 17, at 4:00 Central Daylight Time, I will be giving a one hour teleconference on TI-IN, an educational satellite network. The presentation, "Developing Language Skills within the Kindergarten Curriculum," will combine both theoretical and practical aspects, and will contain clips of K-TALK (Kindergarten-Teacher Administered Language Kit) in use in classroom settings. Many TI-IN sites are allowing visitors for this teleconference, so if you know of a district or university which receives TI-IN programs, give someone there a call.

I just heard from two colleagues — both of whom publish materials for developing language skills. Marilyn Toomey (Circuit Publications) and Jean DeGaetano (Great Ideas for Teaching!) both sent greetings and copies of some new publications. See MATERIALS for a description of one from each company.

This is our next-to-last issue for the school year, and a good time to remind you: if you move over the summer, please be sure to send your new address. The post office will not forward your Bulletins.

Wishing you a delightful April!

Lyn Weiner

MATERIALS
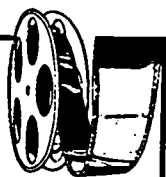
FAMILY FOCUS: READING AND Learning Together is a packet of reproducible materials, including a parent brochure, to help parents and children use newspapers to work together on reading skills. The new materials covering grades K-6 are available for $15 from the National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 2____33; (703) 684-3345.

Source: LINC Notes, December 1989.

TWO NEW MATERIALS CAN ADD TO your collection of reproducible illustrations: **Language Picture Dictionary** contains close to 800 illustrated words and definitions (four on a page), review sheets, and suggestions for use. For more information, contact: Great Ideas for Teaching!, P.O. Box 118, Mendham, NJ 07945.

Sounds All Around has more than 200 illustrations arranged by initial and final consonant sounds. Many illustrations are the size of a full page and can be used with groups. For more information, contact: Circuit Publications, P.O. Box 43072, Cincinnati, OH 45243-0072.

EARLY EXPERIENCE AND THE Development of Competence demonstrates how the development of math, reading, language, and spatial skills is influenced by the methods used to teach children and by the socioeconomic and cultural learning environment. A **Journal of Child Psychology and Psychiatry** review states: "It is difficult in a brief review to do justice to this fascinating little book." Available for $14.95 (if prepaid, no postage and handling charges) from Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.

A COLLECTION OF ENRICHMENT activities designed to promote critical and creative thinking skills, **I've Got Another Idea** is targeted at grades 1 - 4. By looking at the familiar and unfamiliar in new ways, children will be encouraged to consider alternatives in most situations. The book is available for $6.95 from Educational Impressions, P.O. Box 77, Hawthorne, NJ 07507. For more information contact Carol Liess at (201) 423-4666 or (800) 451-7450.

Source: LINC Notes, May, 1989.

TWO NEW VIDEOTAPES ARE AVAILable from Education Productions. **Space to Grow: Creating an Environment That Supports Language Acquisition** is a source of good training materials for teachers, teaching assistants, and/or speech/language pathologists; **Between You and Me: Facilitating Child-to-Child Conversations** provides training for key techniques. Each videotape is 30-minutes long. For more information, contact Linda Freedman at Educational Productions, 4935 SW Humphrey Park Crest, Portland, OR 97221; or call (503) 292-9234.

Source: December, 1989 ASHA Journal
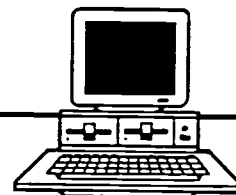
INFORMATION

GROWING UP PROUD — A PARent's Guide to the Psychological Care of Children with Disabilities helps to deal with feelings about disabilities and develop realistic expectations to better be able to develop self-esteem. This book, by James E. and Sally J. Lindemann, deals with school, training, sex and marriage, including case studies. Available in soft cover for $11.95. For a catalog, or to order this book, contact: Books on Special Children, P.O. Box 305, Congers, New York 10920 (914) 638-1236.

THE 'PEN PAL PROGRAM,' SPONsored by the Michigan Association of Learning Disabilities Educators (MALDE) is entering its fifth year. Students with learning disabilities write to other LD students of about the same age and ability level in the area of written expression. Special education teachers from around the United States may enroll their class for $5, or may join MALDE for $18 and participate in the Pen Pal Program at no charge.

MALDE membership benefits include a newsletter and a journal. One teacher wrote, "All of my students became very excited whenever anyone in the class received a letter. Each letter was read and re-read many times." For a registration form for signing up a class of students, or for more information, contact: Mary Haskamp, MALDE Pen Pal Program, 150 Morris Road, Sandusky, Michigan 48471. Source: COUNTERPOINT, Winter, 1989

JESANA, LTD., OFFERS ADAPTIVE toys and play equipment. For a catalogue of toys and communication devices designed for children with special needs, request a catalogue from Jesana Ltd., P.O. Box 17, Irvington, NY 10533.

Source: The Catalyst, Fall/Winter, 1989

LEARNING DISABILITIES ARE DEscribed in lay terms in **How to Help Students Overcome Learning Problems and Learning Disabilities**, by Rosalie M. Young and Harriet H. Savage. It is easy to read and understand, provides excellent aids for correcting weak areas, and includes a chapter on the learning problems of adolescents. Factors that influence learning are covered, and suggestions on

how to cope with learning problems. Published by The Interstate Printers and Publishers, Inc., Danville, IL. Available for $23 from LDA, 4156 Library Rd., Pittsburgh, PA 15234.
Source: LINC Notes, December 1989.

THE 1989-90 JANUS CATALOG PRESENTS a wide range of new materials in reading, writing, language development, social studies, home economics, and employability skills for special needs and at-risk students. All Janus materials are especially designed to teach students who can't master on-level materials. For a copy of the catalog, contact Janus Book Publishers, Inc., 2501 Industrial Pkwy. W., Hayward, CA 94545-5097; (415) 887-7070, (800) 227-2375.

A SUCCESSFUL PROGRAM FOR motivating hard-core clients has been devised by Terri L. Perry at the Guthrie Scottish Rite Clinic for Childhood Language Disorders, in Guthrie, OK. "If therapy expectations are met (i.e.: appropriate behavior; being on time; completing homework assignments), the student is allowed to punch a hole in his 'Free Speech' card. A full card may be exchanged for one vacation day from speech." She says appropriate progress in speech logically results in a student's not needing services; thus her motivator is consistent with desired goals.
Source: **Language, Speech, and Hearing Services in Schools,** January 1990.

TEACHING IDEAS
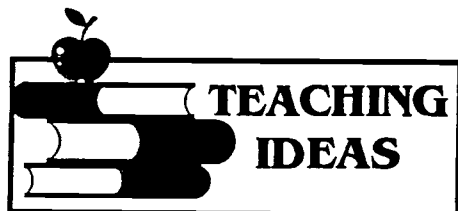
TO ENCOURAGE VOCABULARY growth, play "Stump Me" during the last few minutes of the day or session: One student, who is given chalk, must follow instructions that contain one "difficult" word (draw sequential boxes, or draw three concentric circles, or write the name of a bivalve). A student who can respond to three requests in a row retires victorious and may pick the next person to be "it."

TO DEVELOP SEQUENCING SKILLS, take several times during the day to say, "Now, let's talk about what we did. What did we do first? next? last?" As students respond, write the description on the board.

FEEDBACK ON LISTENING ... leave some words out of a story you

are reading. Instead of the word, use a buzzer or say the word "bing." As children guess the word you left out, watch to see which ones are participating.

EXCHANGE

Bulletin subscriber Nellie K. Edmonston sent in this notice:

NEEDED: Professionals interested in participating in a national standardization study to norm the Test of Relational Concepts with severely hearing impaired students (70 dB loss in better ear) by giving the test to children from 5-12 years of age. Test administration time is approximately 15 minutes. If interested, please contact Nancy Thane, 400 Ed Hill Rd., Freeville, NY 13068, or call (607) 898-5784 (eves), or (607) 257-2121 (days).

RESEARCH

IN SPITE OF RESEARCHERS' INability to construct a clear description of language-delayed children's language, teachers recognize that these children "speak markedly less well than other children in the same age group." Both parents and teachers may help language-delayed children by:
● incorporating the child's topic into their next sentence
● repeating themselves
● using approving comments of their children's speech
● using language more to give and request information and less to control behavior.

These methods can be a supplement to, not a substitute for, speech therapy. In general, to provide a positive language environment for any child, these suggestions are made:
● View the child as an active participant in the communication process
● Provide an emotionally accepting atmosphere
● Wait for the child's response
● Listen attentively and incorporate the child's topic into a response
● Model grammatically correct speech
● Maintain the child's topic while adding other relevant information (C: It's cold. A: It's very cold in the winter.)
● Use open-ended questions ("How did

you make that cake?" instead of "Are you baking a cake?")
● Supply corrective feedback (restate or partially restate the child's statement without responding negatively or insisting that the child restate it the correct way)
● Retain the content of a child's statement but alter its grammatical structure (C: I like apples. A: Apples taste good, don't they?)

A classroom that is child-centered and flexible can incorporate all of these methods. Teachers can also show parents how the following activities at home provide language value:
● classifying objects, with accompanying verbal interaction
● reading or telling stories, for modeling language
● any 'pretend' play, for developing representational skills
● attending to the child's activities, for capitalizing on spontaneous language teaching situations
Ref: Dumtschin, J. *Recognize language development and delay in early childhood.* Young Children, March, 1988.

PRESCHOOLERS WITH BETTER DIScourse skills have higher social status. The three types of skills selected for observation were the ability to:
1) ensure that the message is clearly directed to its intended recipient, especially when more than one potential recipient is present.
2) respond to another child in a way that establishes shared meaning.
3) use 'turnabouts' — simultaneous responses relevant to the current topic and initiations that solicit a new response.

Children were grouped into triads based on sociometric ratings, so that no child was grouped with most or least preferred peers. Two children of the triad were provided with a room of toys; the third (entry) child's utterances were recorded as a child tried to enter the two-child group. Not only did more popular children use the three skills, they also showed greater ability to direct their attention equally to each child of the two child group. "Liked children were better able to adapt their choice of initiation types... Interventions to help socially rejected preschool children might thus include skills for helping children initiate and maintain coherent discourse and skills for adapting discourse to the demands of the particular social situation."
Ref: Hazen, N., and B. Black. *Preschool Peer Communication Skills: The Role of Social Status and Interaction Context.* Child Development, 1989, 60, 867-876.

CLASSROOM MODIFICATION PLANNING SHEET

For _____ hour(s), starting the week of ___/___/___ ,

I plan to:

- ☐ Arrange opportunities for inter-actions with more advanced language users
- ☐ Try alternatives to expository instruction
- ☐ Create classroom experiences
- ☐ Share control of power with students
- ☐ Allow time for individual conversations with students

I expect these benefits:

- ☐ My students will increase their syntax and vocabulary as a result of talking more about more different things.[10]
- ☐ My students will learn to describe their own experiences in a sequential order that includes a beginning, a middle, and an end.
- ☐ My students will learn to negotiate verbally with others and will increase their skill in the pragmatic area of "controlling."[11]
- ☐ My students will increase their skill in using language as a method of informing others.
- ☐ My students will become more active listeners, and will learn to request clarification when they don't understand.

ACTIVITY PLAN:

RESULTS/COMMENTS:

REFERENCES:

1. Signer, M. *Speech and language problems put kids 'at risk.'* PTA Today. February, 1990.

2. Wells, G. The Meaning Makers: Children Learning Language and Using Language to Learn. Portsmouth, NH: Heinemann. p. 87. 1986.

3. Snow, C. *Literacy and language: Relationships during the preschool years.* Harvard Educational Review. 53:165-189. 1983.

4. The Meaning Makers.

5. Tough, J. Talking and Learning: A Guide to Fostering Communication Skills in Nursery and Infant Schools. London: Ward _____ :ational. 1985.

_____ran, S. and R. Hertz-Lazarowitz. *Ef- _ Instructional Change Program on*

Teachers' Behavior, Attitudes, and Perceptions. The Journal of Applied Behavioral Science. 18:185-201. 1982.

7. Westby, C. *Learning to Talk — Talking to Learn.* In C. Simon (Ed.) Communication Skills and Classroom Success. San Diego, CA: College-Hill Press. 1985.

8. Mirman, J., R. Swartz, and J. Barell. *Strategies to Help Teachers Empower At-Risk Students.* In B. Presseisen (Ed.) At Risk Students and Thinking: Perspectives from Research. Washington, DC and Philadelphia, PA: National Education Association and Research for Better Schools. 1988. For information about this book, write to: NEA, 1201 16th Street NW, Washington, DC 20036-3290.

9. Bennett, N. and C. Desforges. *Matching Classroom Tasks to Students' Attainments.* The Elementary School Journal. 221-235. 1988.

10. Hart, B. *Process in the teaching of pragmatics.* In L. Feagans and D. Farran (Eds.) The Language of Children Reared in Poverty. New York: Academic Press. 1982.

11. Allen, R. and K. Brown. Developing Communication Competence in Children. Skokie, IL: The National Textbook Company. 1977.

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Syndactics !

BULLETIN /May 1990

PRESCHOOL COMMUNICATION EVALUATION CONSISTS OF LESS TESTING, MORE OBSERVATION

Last fall's response to PL 99-457 led to an increase in the number of public school speech/language pathologists who work with children four years old and younger. The first step in service provision, evaluating the communication skills of preschool children, can represent a challenge to professionals unaccustomed to working with younger children because of several features unique to this group:

● test-taking experience is limited or non-existent[1]
● cultural differences may be more pronounced
● children may decide not to talk — or not be able to talk
● important etiological factors (mental retardation, hearing loss, brain damage) may not yet have been documented.[2]
● the length of interaction time can be quite brief

Getting quality information about a preschooler's speech and language skills may be accomplished more smoothly if the following adjustments are made in evaluation procedures.

Use Fewer Direct Assessments

A school-aged child may take three or four different standardized tests during a speech and language evaluation. For preschool children, however, observation may offer a more realistic picture of a child's level of interaction than an imposed testing situation. Data from these sources are also necessary to validate information gained from direct testing. For an informative observation, plan to spend time in the child's home or classroom during his or her most active period. Write a description of the child's actions, including as much detail as possible. These descriptions become good indicators of developmental age when compared with relevant descriptions available in the literature. An excellent resource is the **Symbolic Play Scale** in which language functions and forms are related to eight stages of play:

  I   Single interaction with real objects
  II   Combination of two actions or two objects
  III   Elaborate, unsequenced dramatization of frequent real-life events *(eating, cooking)*
  IV   Dramatization of less frequent experiences *(shopping)*
  V   Play consisting of a series of episodes *(setting table, cooking, eating, etc.)*
  VI   Use of miniature props as well as objects representing other objects
  VII   Creation of an imaginary setting in which the play occurs
  VIII   Includes planning, and monitoring the roles and behavior of playmates[3]

Another source of valuable information is the **Communicative Intention Inventory**, which provides a system for observing and coding children's early communication behaviors.[4]

Another alternative to direct assessment is the use of a parent and/or teacher interview or questionnaire.

Use More Toys and Objects

In addition to increasing child interest, objects allow you to expand the range of your evaluation by providing the opportunity for you to notice:
● any motor difficulties
● how a child organizes or interacts with objects
● spontaneous verbalizations (or whether there are any)
● responses to questions

In addition, reluctant children sometimes will participate in activities involved in standardized testing if they can play a game or collect pegs after a certain number of responses.

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Suggested toys and objects include:
✓a doll *(for testing names of body parts, following instructions, and general comfort)*

✓animals and houses mixed together *(for sorting and vocabulary)*
✓a foam rubber ring toss or similar game of skill *(for assessing motor skill and for general motivation)*
✓a peg board *(for general motivation)*

Select Standardized Tests That Provide Maximum Information

With older children, it's a common practice to use a separate test to assess each aspect of language: vocabulary, syntax (expressive and receptive), morphology, pragmatics, and phonology. The fatigue created by attempting to give this variety of tests to a preschooler would call the validity of the results into question. As a result, it may be more productive to plan testing so that information about more than one aspect of language can be collected. For example:
● During administration of the **Preschool Language Assessment Instrument (PLAI)**,[4] note any difficulties with articulation or syntax. If possible, note the phonological *processes* rather than individual *sounds*. Those processes that should be no longer present by age three are:
reduplication — repetitions of portions of one syllable in an adjacent syllable ("gagiga" for "garbage man")
final consonant deletion ("I wa a bi" for "I want a bike")
unstressed syllable deletion ("My ja wos" for "My jacket's lost")[5]

● If you desire an inventory of individual misarticulations, use pictures that also test expressive vocabulary (clothing, animals, food, etc.)
● If you give a separate test of receptive language, select one that covers several aspects of language, such as the **Test of Auditory Comprehension of Language.**[6]

For a professional used to working with older students, evaluation of preschool children will require some adjustment in materials, interactions, and planning. The chart on page four provides some additional suggestions for testing specific groups of young children.

NOTES
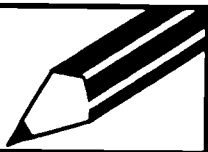
All of a sudden, another school year is over! And, with this last issue of the school year, it's a good time to remind you: **IF YOU MOVE OVER THE SUMMER, PLEASE SEND US YOUR NEW ADDRESS!!** Generally, the post office will *not* forward your issues of the **Bulletin,** and we'd hate to lose track of you.

Here at Syndactics, we'll be outlining the cover stories for next year's issues. Already planned are:

- More on preschool testing
- Little-known tests of language
- Language development and second language acquisition
- Language and literacy
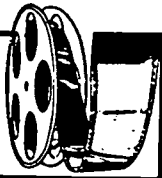- Developing communicative competence in the classroom
- Oral communication skills for vocational education.

So if there's a topic that you would like to see covered, drop us a note over the summer. In the meantime, have a warm and wonderful May and a splendid summer vacation!

Lyn Weiner

MATERIALS

AUTISTIC STUDENTS' NEGATIVE behaviors can be a sign of frustration resulting from ineffective communicative attempts. Classroom teachers of autistic students working in collaboration with the SLP can give daily instruction and support. The TEACCH curriculum (**Teaching Spontaneous Communication To Autistic and Developmentally Handicapped Children,** by Linda R. Watson et al.), based on more than fifteen years' experience of teaching and consulting in classrooms for autistic children, provides a comprehensive, easy-to-follow overview, and methods for communication development in autistic students. Direct requests for information to Thomas E. Mates, Ph.D., Clinical Director of the Wilmington TEACCH Center, 1516 Market Street, Wilmington, NC 28401.

Clinically Speaking, March, 1990.

JENNY'S JOURNEY IS A COMPUTER program produced by MECC. This 'off-the-shelf' or generic software is tailor-made for direction following, sequencing, and written language procedures. It can be used for individual or group therapy. Have the children experiment with it right along with the teacher or therapist. Address questions to: Jeffrey A. Knox, Ph.D., Grant Wood AEA, 200 N. Holiday Road, Coralville, IA 52241.

THE SPEECH AND LANGUAGE Evaluation Scale allows classroom teachers to rate communicative performance in six areas (articulation, voice, fluency, form, content, pragmatics) by responding to 68 descriptive sentences. *Ex: Demonstrates difficulty expressing logical and reasonable responses to questions.* For more information, contact Hawthorne Educational Services, P.O. Box 7570, Columbia, MO 65205. (314) 445-7094.

RESEARCH

MOTHERS WHO VIEWED A SELF-instructional 30-minute video dramatically increased their ability to communicate with their young children. The video, **Talking is Sharing: 1,** was used for three weeks by mothers of normally developing children and for one week by mothers of at-risk (because of recurrent otitis media) children. The mothers significantly improved their communication strategies, and the children produced significantly more words and more consonant sounds when playing, than did a control group. Parents also reported that grandparents, teachers and care providers improved their communication after viewing the self-instructional video. Dr. Rae L. Banigan, Professor of communication disorders at the University of Massachusetts presented these research findings at the November, 1989 ASHA convention in St. Louis. Dr. Banigan's video **Talking is Sharing: 1,** is available for $49.95 plus $3.00 shipping. Contact Talking with Children, P.O. Box 839, Palmer, MA 01069. (413) 283-9240.

ABILITY GROUPING IN ELEMENtary Schools summarizes the conclusions of Robert E. Slavin's 1986 comprehensive review of research on the different types of ability grouping practices in elementary schools:

- *Ability Grouped Class Assignment* (a self-contained class formed on the basis of ability or achievement) does not enhance student achievement in the elementary school.
- *Regrouping for Reading and Mathematics* can improve student achievement if the level and pace of instruction are adapted to achievement level and students are not regrouped for more than one or two subjects.
- The *Joplin Plan* (regroups students from heterogeneous classes across grade levels for reading instruction) increases reading achievement.
- The *Nongraded Plan* (places students in flexible groups according to performance rather than age, and eliminates grade-level distinctions) generally improves academic achievement when well controlled.
- *Within-class Ability Grouping* is so widely used that it is difficult to conduct research using control groups. The positive effects seem slightly greater for low-achieving students than for average or high achievers.

Slavin recommends the following essentials:

- Students should identify primarily with a heterogeneous class.
- Grouping should reduce heterogeneity in a specific skill area.
- Grouping plans should allow for frequent reassessment and easy reassignment.
- Teachers must vary the level and pace appropriately within any single group.
- The teacher can provide adequate direct instruction for each group with only a small number of within-class groups.

To obtain information about this document, contact the ERIC Clearinghouse on Elementary and Early Childhood Education.
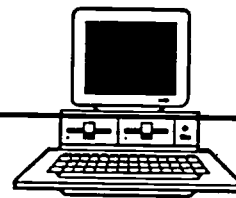
INFORMATION

FINANCIAL AID FOR THE DISABLED and Other Families, lists scholarships, fellowships, grants and other financial assistance available for students with disabilities. To order send $35.50 to Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070.

Source: Connector, Nov./Dec., 1989.

AN OUTSTANDING SOURCE OF INformation about preschool and preschoolers is the ERIC Clearinghouse on Elementary and Early Childhood Education. You may ask about ERIC, RIE (Resources in Education), CIJE (Current Index to Journals in Education), computer searches, or document ordering. Request a list of ERIC collections and institutions offering computer searches of ERIC in your geographical area, as well as a list of the different subject areas covered, from: ERIC Clearinghouse, University of Illinois, 805 W. Pennsylvania Ave., Room 1, Urbana, IL 61801. (217) 333-1386.

HERE ARE SOME ERIC DOCUMENTS you may find interesting. All are available through the ERIC Clearinghouse on Elementary and Early Childhood Education (address above):

●Dimensions in Research on Class Size and Academic Achievement synthesizes, overviews, and summarizes research on class size and achievement, and discusses factors that interact with class size to influence academic achievement.

●An ERIC Digest, Screening for School Entry, defines screening, presents the current rationale for screening, identifies issues involved, and lists literature containing more information. The digest may be freely copied for teachers and parents. Persons holding pro- or anti-screening viewpoints alike will find an objective and factual report.

●What Should Young Children Be Learning? addresses the need for a child-centered learning environment. "Spontaneous play is not the only alternative to early academic instruction. The data on children's learning suggests that preschool and kindergarten experiences require an intellectually oriented approach in which children interact in small groups as they work together on projects which help them make sense of their own experience. These projects should also strengthen their dispositions to observe, experiment, inquire, and examine more closely the worthwhile aspects of their environment."

TEACHING IDEAS

TO HELP ADOLESCENTS LEARN TO communicate detail, show the same short videotape every day for a week. After the viewing, work with the students to description of the information on the videotape. After each subsequent showing, give each student a copy of what was written the previous day and ask for additions. Help students to condense information and use more complex sentences as they provide more detail.

If you don't already have a tape available, you may wish to use **Trashing the Oceans,** an 8-minute video available for $15 from Alaska Marine Advisory Program, Carlton Trust Bldg., 2221 E. Northern Lights Blvd., Suite 220, Anchorage AK 99508. (907) 274-9691.

IF YOU'D LIKE TO INTRODUCE more talking time in the classroom, but are concerned that students may not talk quietly or on topic, try this:

During a time when students normally work silently on a worksheet or assignment, select two students and tell the class that the selected pair will be working on the assignment together. Tell the pair that they must work quietly enough to avoid disturbing other students and that they must work on the assignment. After about 15 minutes, ask the pair to demonstrate how they work together. Ask for two volunteers to form a second talking pair and allow the first pair to continue working together. The next day, add two more pairs in the same manner.

FOR THOSE SQUIRMY LAST DAYS of school here's an inexpensive game that reinforces listening (as well as reading) skills. Students bring copies of the previous Sunday's newspaper. Each selects the identical page of the paper. The student who is "it" locates a word or sentence in the paper and reads it. The first student to find the phrase becomes "it" for the next round.

For younger students you may wish to use only headlines, or comic strips.

EXCHANGE

Dear Lyn,
I am a school speech-language pathologist and I wanted to share the attached information regarding auditory conceptualization and the usefulness of the Auditory Discrimination In Depth program. I am teaching even kindergartners about sound recognition, sound patterns, and associated pre-reading skills using A.D.D. The idea of feeling, seeing, listening to and saying sounds, all simultaneously has worked well with non-readers, early readers, and older but poor readers like. The article explains why. Please share.

                                        Vicki Perkett

Dear Vicki:
I'd be happy to:
The article that you enclosed, copied with permission from the Idaho Teacher's Association Newsletter, is written by Dr. Marilyn Howard, a kindergarten teacher. Children, she writes, who can't learn sound/symbol associations will experience difficulties with reading and spelling. An approach that trains learners to identify the oral-motor properties of sounds helps students to feel the way the sounds are made, identify the sequence of sounds in a word, and think about how to read and spell words. Students observe their own mouth action in mirrors and watch the mouth actions of others. "A ten year study at Arco, Idaho, found that kindergarten and first grade students who were taught using oral-motor techniques had better word attack and reading achievement scores than control group children who did not receive such instruction. Reading scores remained high as those students progressed through intermediate and junior high school. A replication of the Arco project in Santa Maria, California, also produced results positive for use of the technique."

Thanks, Vicki, for sending this information in. You'll be receiving a free material as a "thank-you" for taking the time to write.

                                        Best wishes,
                                        Lyn Weiner

Suggestions for Assessing Young Children with Physical Disabilities[7]

1. Physically handicapped children may fatigue more readily, so more time may be needed. Consider at least three sessions, including both home and school settings.

2. Ask parents to assist in interpreting any unintelligible speech and to offer information regarding other communication techniques (gestures, facial expressions, eye movement) that the child may be using. If a yes/no response has not been established, a consistent yes/no communication system should be developed prior to standardized testing.

3. Consult with physical and occupational therapists for help in identifying positions which will maximize the child's ability to perform during testing.

Suggestions for Assessing Young Children with Hearing Impairments

1. Acquire information regarding the nature and extent of the child's hearing loss, including the amount of functional hearing the child has.

2. If the child uses a hearing aid, make sure the aid is in good working order and set properly; check batteries.

3. Make sure you have the child's visual attention. Use gestures and facial expressions to clearly communicate directions and, if necessary, model the desired response.

Suggestions for Assessing Young Children with Cognitive Disabilities

1. It is likely that the child may be distractible and have a very short attention span, so be prepared to perform the evaluation over several sessions.

2. If the child displays perseveration and/or echolalia, try presenting a nontest related object to see if this stops the echolalia.

3. It is important to praise the child for all attempts and to provide encouragement to try more difficult tasks.

REFERENCES

1. Teas-Hester, E. (Ed.) Seminars in Speech and Language: Preschool Language Evaluation. New York: Thieme Medical Publishers. Feb., 1988. This volume is available for $17 from Thieme Medical Publishers, Inc., 381 Park Avenue South, New York, NY 10016.

2. Seminars in Speech and Language: Preschool Language Evaluation.

3. Westby, C. Children's Play: Reflections of Social Competence, in Teas-Hester, E. (Ed.) Seminars in Speech and Language: Preschool Language Evaluation. New York: Thieme Medical Publishers. Feb. 1988.

4. Blank, M., S. Rose and L Berlin. Preschool Language Assessment Instrument. Orlando, FL: Grune & Stratton. 1978. This test is available for approximately $75 from Grune and Stratton, Inc., 6277 Sea Harbor Drive, Orlando, FL 32831.

5. Stoel-Gammon, C. Evaluation of Phonological Skills in Preschool Children, in Teas-Hester (Ed.) Seminars in Speech and Language: Preschool Language Evaluation. New York: Thieme Medical Publishers. Feb. 1988.

6. Carrow-Woolfolk, E. Test for Auditory Comprehension of Language-Revised. Allen, TX: DLM Teaching Resources. 1985. This test is available for approximately $100 from DLM, PO Box 4000, 1 DLM Park, Allen, TX 75002.

7. These suggestions are taken from **Early Childhood Assessment: Recommended Practices and Selected Instruments.** Springfield, IL: Illinois State Board of Education. 1982. pages 12-14.

CS

Syndactics

BULLETIN /September 1990

Editor's note: This article, the first of a three-part series on the role of language in education, looks at problems associated with dependence on a special education model for assisting all students who may require help with language in order to achieve their academic potential. The second article, in the November Bulletin, will cover the advantages for all students when language is part of the ongoing curriculum and teachers assume responsibility for the language levels of their students. The final article, in March, will offer specific suggestions for change.

EXPERTS URGE INCREASED TEACHER INVOLVEMENT WITH LANGUAGE-DELAYED STUDENTS

Recent information regarding the role of language in education supports two conclusions:
- Sole dependence on services provided through special education is not in the best interests of language delayed students or the systems that serve them.
- Increased teacher involvement in language development benefits all students in the classroom.

Currently, students identified as having an educational handicap due to delayed language skills are eligible for remediation services under the category "speech handicapped." Although alternative service provision models are increasing,[1] the most frequently utilized program is attendance in a regular classroom supported by pull-out or resource services provided one to five times a week.

Difficulties with the *resource model* of service provision stem from several sources:
- the limitations on identification procedures
- the nature of language learning and development
- major issues of responsibility and ownership for student achievement.

Identification Procedures Circumvent Teacher Contribution

Identification of language delay is the domain of the school speech/language path-

ologist. Although the teacher may originally refer the child, list observed behaviors, and/or confer on the results of testing, the final determination of existence of a language problem resides with an expert who functions outside the classroom setting. This is despite information indicating that:

- **Language difficulties are defined by the language expectations of the setting.**[3] A language deficit causing a problem in the classroom may or may not be seen in the one-to-one diagnostic session with a speech/language pathologist. Moreover, due to the interactive nature of language, problems can be either created or ameliorated by teacher decisions concerning the classroom environment and teaching methodologies.[3]

- **Teachers can be trained to identify language problems as part of the ongoing process of observing and evaluating students.**[4,5,6,7]

- **A well-documented manifestation of delayed language is academic difficulty, especially in the areas of reading and writing.**[8,9,10,11,12] As a result of dependence on the speech/language pathologist for identification of children with language problems, teachers lacking access to information on underlying language difficulties may select an alternate label (behavior problem, lazy, immature), which may not lead to effective remediation procedures for an identified student.

The Pull-Out Model Does Not Work Equally Well for All Components of Language

The forty-year span during which speech pathologists have provided language serv-

ices in the schools has been a period of tremendous change in the perception and definition of language.[13] Current practice recognizes four components:
- Semantics, which is language content or meaning.
- Syntax, which is language structure or grammar.
- Pragmatics, which is language use or function.
- Phonology, which is the sound system of the language.[14]

Of the four components, the one identified most closely with academic success is *pragmatics*. It is also the last area of language to be identified, coming to the attention of speech/language pathologists within the last decade. While both phonology and syntax are known to respond to treatment in a setting removed from the classroom (clinic-based treatment),[15,16] experts in pragmatics have consistently advocated a classroom-based approach. [17,18,19] Some compelling arguments for doing so include:

1. Students spend more time in the classroom than they do in the remediation environment. Steps need to be taken to ensure that as much of a student's classroom time as possible is also student learning time.[20]

2. Language problems may only occur within the context of the classroom, where the complexity of the task may be increased by class size, background noise, lack of clarity of teacher instructions, unclear behavioral cues, lack of contextual cues, and/or a single assignment of an ordered series of events.[21,22,23]

3. Clinic-based remediation places the entire burden of change on the language-delayed student. If the goal is to achieve a match between student learner skills and the demands of the environment, it appears reasonable to assume that some of the changes should also be made in the environment.[24]

The Process of Labelling and Provision of Outside Services Sends Messages to Teachers and Students

One important factor in determining teacher response to a problem is the degree of per-

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NOTES
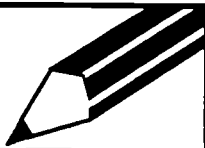
Welcome to a new school year! We sincerely hope that your summer went as planned. Here at Syndactics, the normal quiet summer schedule was altered by exciting news concerning K-TALK. As many of you are aware, **K-TALK (Kindergarten-Teacher Administered Language Kit)** was written by three Syndactics consultants as a method for getting current language-in-education teaching methods and materials directly into the hands of kindergarten teachers. As a result, children can develop essential language skills while learning the normal kindergarten curriculum. After several years of research, development, writing, and piloting, K-TALK was finally available last fall for use across the country. And the news is that it is effective, enjoyable for students, and applicable to many kindergarten situations! If you would like more information about this kit, see the notice under **Materials.**

This month's article initiates a three-part series that will be published throughout this year. The second part is planned for November, and part three will be published in March. This schedule gives you time to r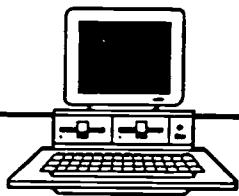eact to the content of the previous articles by sending your comments and/or information. Wishing you a productive September.

Lyn Weiner

INFORMATION

1242 FUNDING SOURCES FOR PROgrams and services for the disabled are listed in **The Handicapped Funding Directory, 7th Ed.** Three essays on grantsmanship will guide you through the process of securing a grant. Up-to-date grant information is listed by areas of service. The cost is $39.50 per copy plus $4.00 for handling, from **Research Grant Guides,** Dept. 3A, P.O. Box 4970, Margate, FL 33063; (305) 753-1754.

INSTRUCTIONAL MATERIALS AND Resources **That Incorporate Learning Strategies To Teach Reading** is a data-... rt of media and materials to teach ... t primary, intermediate and sec-

ondary levels. The price is $5.00 for orders accompanied by check/purchase orders plus $3.00 for handling. Order from the Information Center for Special Education Media and Materials, 4820 Indianola Ave., Columbus, OH 43214; (800) 772-7372.

Ref. LINC NOTES, April, 1990.

THE COMPUTERIZED INFORMAtion System (CIS) of the National Clearinghouse for Bilingual Education consists of the NCBE bibliographic database, an electronic bulletin board, and an electronic mail service. To access the NCBE CIS you need a PC, a modem, and communications software. There is no initial charge or connect time fee, and the phone number is toll-free. To receive more information about this service, contact Barbara Silcox, NCBE CIS Manager, George Washington University, 1118 22nd Street NW, Washington, DC 20037. (800) 321-2663.

LINGUISYSTEMS' SEVENTH ANnual National Language Conference is scheduled this year for:
     October 12-14 — Orlando, FL
     October 26-28 — Chicago, IL
     February 15-17 — San Francisco, CA
The NLC offers 1.0 ASHA-approved continuing education credit and current information from top professionals. For more information, call Regina McNeany, conference coordinator, at 1-800-PRO IDEA.

"PARENTS AND CHILDREN: A TEAM Approach to Learning," involved students and parents in a weekly after school program. Sessions were held from 4:00-5:00 every Wednesday at the school. Students in grades 1-3 taught computer literacy to their parents and, in return, parents helped their children in math and reading. The program was assisted by a mini-grant of the West Virginia Education Fund with sponsorship by Union Carbide Corp. "I appreciate the opportunity to get together with my son to spend some quality time," said a West Virginia parent about their involvement in the program. For further information, contact: Kathleen Green, Anna Jarvis Elementary, 650 N. Pike St., Grafton, WV 26354; (304) 265-4090.

Ref.: West Virginia Department of Education State Ed, Mid-Spring, 1990.

SHOULD CHILDREN SIT IN ON THEIR own IEP meetings? Jay Brill of the American Council on Education pointed out that under the Education of the Handicapped

Act (PL 94-142), which guarantees free and appropriate public education for all children who have handicaps, the student is the consumer of services and the parent is the advocate for the student. The child may also be able to be an advocate for him/herself.

Ref.: R.A. Koenigsknecht *Learning From Our Consumers,* ASHA, June/July 1990.

MATERIALS
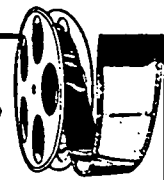
HIGH/SCOPE OFFERS NEW COMputer information for preschool:

✓ Computers can be a natural part of children's language development. **Young Children & Computers** by Charles Hohmann explains how computers can challenge children's logical/mathematical thinking abilities — *if there is well-chosen software and the support of a knowledgeable adult.* Hohmann says block play is "alive and well" in early childhood classrooms, but the computer has also moved in as an important educational tool. Available from HighScope Press; introductory offer $15.00.

✓ An instructional videotape from High/Scope, **Computer Learning for Young Children,** ($65.00) leads the viewer through each step of purchasing computer hardware, establishing a computer area, and integrating computer learning into everyday activities.

✓ The **1990 Software Survey** from High/Scope rates and informs the reader on 435 early childhood computer programs, including release date, price, manufacturer, and equipment requirements. The High/Scope nonprofit early childhood education, research, and training organization has been studying young children's development since 1962, and the impact of computers on socialization, problem solving, and cognitive growth since the late 1970's. Order through High/Scope Press, 600 N. River Street, Ypsilanti, MI 48198 or call (313) 485-2000.

K-TALK: DEVELOPING LANGUAGE Skills Within the Kindergarten Curriculum is the title of a 48-minute videotape featuring children using materials from the seven different levels of K-TALK. Bulletin edi-

tor Lyn Weiner narrates and provides the theoretical background for this language-based approach to the kindergarten curriculum. To receive a FREE rental copy of this tape, contact Ms. Sandy Grafton, Vice-President, Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733. (602) 323-7500.

EXCHANGE

Dear Ms. Weiner,

The reference to the Auditory Discrimination in Depth program in EXCHANGE of the May 1990 Syndactics Bulletin was very interesting. I would like more information on this specific program. Could you provide it to me?

Sincerely,

Judy Sheridan

Dear Judy,

Your request provides an excellent opportunity to remind readers of the FREE materials information provided through the LINC Information Center on Media and Materials for Special Education. After receiving your request, I called their toll-free number: 800-722-7372. A courteous specialist took down my information request, name, address, and phone number. Within two hours, I received a return call. The answer? Auditory Discrimination in Depth is currently published by Developmental Learning Materials. For order information, contact DLM at 800-527-4747 (in Texas, use 800-442-4711). This is such a wonderful service! I urge you to give it a try. Thanks so much for your question. You will be receiving a free material from Syndactics for taking the time to write.

Best wishes,

Lyn

RESEARCH

TWO PHONOLOGICALLY DELAYED children, age 4 (two of a set of triplets, the third of whom had better phonological abilities), were treated using two intervention approaches for a 6-week period.

e child, the phonological approach

targeted the consonant cluster reduction pattern. Minimal pairs used included "pin"-"spin," "sing"-"swing," "loud"-"cloud," and others.

The whole language approach, used with the other child, focused upon communicating to a puppet 'listener' a meaningful story that was complete, incorporated elements of story structure, and was clearly stated to the listener. Pictures from the Apricot I set depicting a complete story with each character contributing one event were used as stimuli.

Both subjects showed improvement. The child taught by the phonological process approach improved his TOLD Language Quotient from 90 to 97, and his APP Phonological Deviancy Score from 26 to 10. The child taught by the whole language approach improved his TOLD Language Quotient from 93 to 116, and his APP Score from 25 to 10.

These results are consistent with the suggestion that language functions as a synergistic system, in which changes at higher levels of language (in this case, narrative use) may simultaneously affect subordinate levels (phonology). Although the clinician was not directing the child's attention to phonetic accuracy in the whole language approach, each instance of adult modeling or feedback provided the child with numerous, well-articulated language models that provided contrasts of meaning and form, including phonetic contrasts. Furthermore, the narrative task provided the child with numerous opportunities to reorganize and restate information. In the phonological approach, fewer opportunities for refinements were provided at higher levels of language, hence limited changes were seen.

Because phonologically delayed children often spend protracted periods of time in speech and language therapy, treating their phonological problems in parallel with syntactic and semantic abilities may prove to be a significant time saver.

Ref.: B. W. Hodson, & E. P. Paden, The assessment of phonological processes. (1981). Danville, IL: Interstate Press. E. L. Arwood, Apricot I Language Kit. (1985). Portland, OR: Apricot. In P. R. Hoffman, J. A. Norris, & J. Monjure Comparison of Process Targeting and Whole Language Treatments for Phonologically Delayed Preschool Children, Language, Speech, and Hearing Services in Schools, Vol. 21, 102-109, April 1990.

TEACHING IDEAS
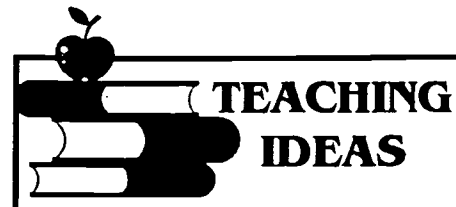
WHAT CAN SCHOOL PERSONNEL DO to alleviate some of the stresses placed on homeless children? Michelle F. Linehan, Massachusetts Department of Education, identified some conditions, their effect on children, and intervention strategies. Examples are:

✓ **Constantly moving** — no sense of their space or possessions: Give children something that belongs only to them; don't take away possessions as a disciplinary measure.

✓ **Leave projects half-finished:** break tasks down into small segments that can be successfully completed in a short period of time.

✓ **Frequent change of schools** — no structure in their lives: Provide structure in the classroom (consistent daily schedule, clear concise rules posted, inform if a substitute is coming).

✓ **Unwilling to risk forming deep friend-ships:** Assign a "buddy" to help them learn their way around the school; involve them in cooperative learning activities.

✓ **Overcrowded conditions** — withdrawal or aggressive behavior: Teach them alternative ways to express frustration (e.g. talk into a tape recorder).

✓ **Unable to do homework because of** noisy environment and lack of physical space: Arrange assignments so they can keep up without having to take things home.

To quickly integrate the children into the appropriate classroom, have a set of quickly-administered assessment tools available for use in placing the children if their records have not arrived. Ensure access to all services, including Chapter I and bilingual programs.

Ref. **PRISE Reporter**, Vol. 21, No. 2, December 1989. Pennsylvania Resources and Information Center for Special Education, 200 Anderson Road, King of Prussia, PA 19406. 215/265-7321.

ceived "ownership" of the situation.[25] A pull-out model may result in diminished ownership and responsibility on the part of some classroom teachers. Moreover, the student may also abrogate responsibility for learning on the basis that "I can't, and my teacher doesn't make me."[26] Additionally, "students with IEPs learn to use them as weapons against performing up to their capabilities."[27] This negative perception may be reinforced by other students who may stigmatize the child who is receiving extra services.[28]

Each of these three problems may be at least partially resolved through a program of collaborative consultation in which the speech/language pathologist and the classroom teacher share their expertise. Ways that all students in the classroom — not just those labelled "language-delayed" — benefit will be the topic of the next article in this series.

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NEW EARLY LANGUAGE METHODS SUPPLANT BEHAVIOR MODIFICATION

A recent publication identifies play and the accompanying interactions as the essential first step in early communication development. In **Becoming Partners with Children**, researcher James D. MacDonald outlines the reasons for play, defined as "any interactive activity motivated by shared interest," and builds on early play with a coherent, practical step-by-step method for parents and professionals to use when working with children at any of five different levels of development:
● noninteractive (no verbal or non-verbal interaction)
● interactive but minimally communicative (little verbal interaction)
● communicative but not linguistic (limited to one and two-word utterances)
● linguistic but not conversational (needing to expand conversational skills)
● conversational with limited pragmatic range (needing to expand uses of language).

Language Viewed on a Continuum of Social Interaction

Called the ECO Model, this approach differs markedly from earlier behavior modification methodologies *(see box)*. "In the ECO Model, social and communicative competencies are seen as much more than talking" (p. 35). Instead, these skills are viewed as part of a continuum of social interactions that start out quite simply, then become increasingly abstract and complex. Stages on this continuum include:
● social play
● reciprocal interactions
● preverbal communication
● language
● pragmatics of conversation.

Through observation and the use of the ECOScales (see the sample on page 4), individuals determine the interaction level of both the child *and the child's conversa-*

tional partner. Steps are then taken to begin building the communicative interaction at the lowest level at which it breaks down.

Becoming Play Partner Requires Rethinking

This new focus on the adult/child interaction frequently results in the identification of changes for the adult to make. Five important guidelines for helping children become interactive are:

1. Be actively together. Learn to recognize when you are playing *at* or *beside* a child and modify the situation so you are playing *with* each other.

2. Play with the same focus as the child. Try to follow the lead offered by your child. "The more you focus on what the child is doing, the more easily will you be able to do things he is able and motivated to do" (p. 4).

3. Do about as much as each other. Resist the tendency to dominate the activity. Rather, be patient in allowing the child the opportunity to show what he or she knows.

4. Play and communicate at or slightly above the child's level. Match the child's developmental level by doing some-

thing the child is likely to be able to do. Matching increases the chance of success, and teaches the child that learning situations are positive.

5. Share directions and decisions. Create a play partnership in which the participating child is cooperative and playing for the fun of it.

Barriers to Play Identified

Although 25 years of research have gone into developing the ECO Model, adults may find it difficult to believe that playful interactions can be effective or to learn the skills associated with these interactions. Some barriers identified by MacDonald are:
● Thinking that play is only a vacation from "real learning."
● Lacking confidence in the ability to help children learn.
● Viewing play as something that steals time from the duties of the day.
● Expecting too much.
● Insisting on goal-oriented rather than child-centered play.

To help overcome these barriers and implement the ECO Model, a variety of materials, including videotapes, evaluation forms, and practice exercises have been prepared. For more information contact Special Press, the publisher of this resource.

A Comparison of Two Models of Language Teaching and Learning

Behavioral Model	ECO Model
1. Based on research done in the 1950s; language viewed as observable verbal behavior.	1. Based on research done in the 1970s and 1980s; language viewed as an outgrowth of social interaction.
2. The goal of therapy is a change in the child's verbal behavior.	2. There are three related sets of goals: those for the child, those for the adult, and those for the enrichment of the interaction.
3. Focus of interactions is a core of concepts, words, gestures, etc., that the child is learning.	3. Focus of interactions is the development of play partnerships from which increasingly complex communication skills can emerge.
4. Language is taught removed from the environment, then "carried over" to increasingly relevant situations.	4. Language is viewed in the context of social relationships and emerges as a function of those relationships.
5. Interest in ongoing child/adult interaction is frequently maintained through the use of rewards.	5. Interest in maintaining the child/adult interaction derives from the nature of the interaction.
6. Rewards compliance, which can lead to feelings of helplessness and passivity.	6. Rewards and encourages personal interaction, which can lead to feelings of control and competence.
7. Progress is measured in terms of new words (products) acquired.	7. Progress is measured in terms of new interaction skills (processes) demonstrated.

NOTES

With this, our anniversary issue, we've selected a particularly exciting publication to spotlight. **Becoming Partners with Children** by James MacDonald represents the accumulated wisdom of 25 years of research and ongoing therapy interactions. And what an important 25 years this has been! Those of us who have been along for the full ride have witnessed a dramatic shift in our viewpoint of language and our resulting ability to effect changes. In the mid- to late '60s, language was represented as an unconnected verbal behavior to be manipulated by candy, cereal and pleas (optimistically called "reinforcers"). Today, at the threshold of the '90s, we see language as a broad and powerful manifestation of inextricably interconnected social and cognitive processes. And we, too, have broadened our scope and increased our power as language facilitators by working directly with the social and cognitive processes that shape language.

This new role of gently guiding the development of new language skills as they emerge in context offers a welcome relief to all of us who ever questioned the relevance of trading a Cheerio for the name of a picture. It also goes much farther, potentially assisting any educator whose goals are blocked by low student language. Just as early language emerges from play interaction, our comprehension of the abstract language skills of high school students begins with an understanding of the source of language, and the way in which language develops in response to social and cognitive interactions.

The ECO Model, developed by MacDonald and Gillette, describes these processes in clear language that is free from techno-babble and oriented toward the professional who wants to make changes. I think that individuals deciding to implement this model will find an increase both in language learning and in quality of interactions. Have a terrific October!

Lyn Weiner

EXCHANGE

...dactics,
*We are trying to find consulta-
...collaborative IEPs. Is there any*

place you can direct us? We need ideas from IEPs already written—not theory but actual IEPs.

Thanks,
Ann S. Bowman

Dear Ann,
For the sake of clarity, consultative and collaborative language goals for a student's IEP are those that are:

✔ met in the context of the classroom
✔ implemented by the classroom teacher
✔ supported by the consulting speech/language pathologist
✔ relevant to the student's immediate educational needs
✔ at least in part defined by the needs of a particular classroom environment.

Since these goals are worked out together between the teacher and consultant, the list of goals will vary from teacher to teacher. As a focus of discussion, however, you may find the lists in the appendix of **Developing Communication Competence in Children** useful. The original 1977 version, edited by Allen and Brown, is published by the National Text book Company, 8259 Niles Center Road, Skokie, IL 60076. An update of this work is available through ERIC. In the book, communication objectives are classified by teacher ratings of importance. (7=very important, 1=very unimportant) Here are the top-scoring objectives for each of the primary grades surveyed (along with the mean rating):

Kindergarten
  State an idea (7.0)
  Listen effectively (6.7)
  Retell a story in proper sequence (6.7)

First Grade
  Listen to and follow directions (6.7)
  Talk honestly and openly with others (6.3)
  Settle differences without physical action (6.3)

Third Grade
  Organize information (6.3)
  Pronounce correctly (6.1)
  Work constructively with others toward a goal (6.3)

Sixth Grade
  Respect the worth of individuals (6.7)
  Employ critical listening skills (6.4)
  Exchange ideas and opinions in an objective way (6.4)

Here are some sources for additional information:

● Communication Skill Builders has brand new brochure of collaborative materials, including Nelson's new book of IEP objectives. Request the brochure from Ms. Sandy Grafton,

Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733.

● Copies of the **Classroom Communication Screening Procedure for Early Adolescents** contain sample goals and lesson plans for adolescents. For more information, contact: CommuniCog Publications, P.O. Box 27771, Tempe, AZ 85285.

● The 77 sequenced objectives in **K-TALK** (Kindergarten-Teacher Administered Language Kit) meet the five criteria specified for consultative and collaborative language goals. I'll be happy to provide a free set of these to anyone sending a stamped, self-addressed envelope to the Bulletin.

● ECL Publications has a variety of materials for the classroom. To request a catalog, contact them at 708 West Solano, Phoenix, AZ 85013.

● For a variety of practical ideas and suggestions, I highly recommend that you get and use the Fall/Winter 1987 issue of the **Journal of Childhood Communication Disorders**. The entire issue is on *Making the Collaborative Consultation Model Work: The Speech-Language Pathologist as Consultant and Teacher in Mainstream Education*. This is available for $20 through CEC Catalog Sales, 1920 Association Drive, Reston, VA 22091. Request #D-403.

Possibly readers will send more information about this question. If so, I'll publish them later in the year. In the meantime, you'll be receiving a free gift as a "thank-you" for taking the time to write.

Lyn Weiner
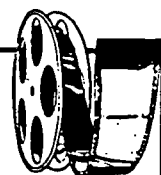
MATERIALS

PHYSICAL EDUCATION FOR THE Handicapped is an 8.5-minute videotape which demonstrates techniques for adapting physical education activities. It shows a teacher matching activities to students' capabilities, modifying regular sports contests and rules, and helping students develop social skills and achieve better fitness. Order VSE-75 from the National Clearing House of Rehabilitation Training Materials (NCHRTM), 816 West 6th Street, Oklahoma State University, Stillwater, OK 74078-0433. It costs $12.50

plus $1 shipping and handling. 405/624-7650.

SAY & SEE IS SPEAKER-INDEPEND-ent, real-time, speech processing software that displays an animated cross-section of the vocal tract created from a patient's digitized speech. Tests in a wide variety of therapeutic settings have shown that Say & See users produce acceptable articulation more quickly than is possible without computer-assisted training. Say & See's commercial introduction was made at the November, 1989, annual American Speech and Hearing Association convention in St. Louis. Developed by Emerson & Stern (specialists in speech and language related technology) with support from the U.S. Department of Education, it runs on selected Macintosh computers. Its price of $3500.00 includes a digitizer, microphone, cables, software and users' manual. For more information, contact Marylyn Rosenblum, Interactive Learning Materials, 914/232-4682.

LEARNING DISABILITIES AND The Don't-give-up Kid by Jeanne Gehret, a story of facts and feelings about LD and ADD for ages 6-9, is available for $9.20 prepaid (no cash) from Verbal Images Press, 19A Fox Hill Dr., Fairport, NY 14450; 716/377-3870.

Source: LINC Notes, June 1990.

RESEARCH

POSITIVE APPROACHES TO THE treatment of severe behavior problems in persons with developmental disabilities *do* work. A monograph which reviews nearly 100 research articles from 21 different journals and related books and surveys defined individual treatment success as a 90% or better reduction in the level of behavior problems relative to baseline measures. Overall, 55% of the studies evaluated included at least one success as defined by this criterion.

Ref.: TASH Newsletter, May 1990. Monograph 4: *Positive Approaches to the Treatment of Severe Behavior Problems in Persons with Developmental Disabilities: A Review and Analysis of Reinforcement and Stimulus-Based* ____res, by T. Carr, J. Taylor, J. Carlson, _binson (1990). $15.00, from TASH, osevelt Way N.E., Seattle, WA 98115.

TEACHING IDEAS
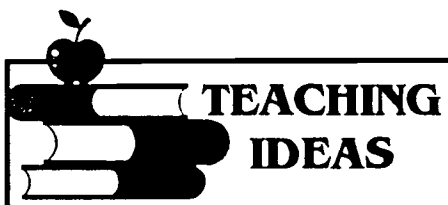
CHILDREN WHO ARE UNABLE TO sustain attention to language frequently have a history of chronic otitis media. Teaching them begins with school/community education:

✓ Set up workshops to inform on the prevalence of otitis media as well as possible short- and long-term effects, to make adults more sensitive to their needs.

✓ Enlist community cooperation to provide routine hearing-threshold monitoring of young children (try to reach children as early as age two, using trained day-care workers or health paraprofessionals, as well as nurse practitioners trained to use the pneumatic otoscope), thus monitoring hearing and identifying silent (asymptomatic) episodes of otitis media.

✓ Routinely evaluate children who have had continual bouts of otitis media, using a battery of cognitive, attention and language measures (about three bouts a year is high). If decrements in performance begin to appear, referral could be made.

✓ Train otitis-prone children to sustain attention to language:

1) Increase opportunities for sustained one-to-one interaction with an adult.
2) Read to a child, while helping the child understand the theme and the structure of the text,
3) Use Marion Blank's (1983) question-asking-answering paradigm.
4) Schedule smaller groups, seating the otitis-prone child closer to the teacher.
5) Reduce the ambient noise with rugs and other acoustical features, especially for tutorial sessions.

Ref.: Feagans, L. *Otitis Media: A Model for Long Term Effects with Implications for Intervention*, in Kavanagh, J. F. (Ed.) Otitis Media and Child Development, Parkton, MD: York Press, Inc. Blank, M. (1983). **Teaching Learning in the Preschool: A Dialogue Approach.** Cambridge, MA: Brookline Books.

USE GAMES TO HELP STUDENTS recognize unfamiliar words.

✓ Have students bring in new words to "stump" the class.
✓ Play a modified "Pictionary" game with preselected words.
✓ Use an activity called Word Wizard,

in which students earn points by reporting their own or others' uses of target words outside of the classroom.

✓ Require a student to teach a lesson on a particular word or word set.
✓ Reward students for recognizing unfamiliar words, using initially very obvious and highly unusual words and extending later to words used in the wrong context.
✓ Use word games such as puzzles from the newspaper, or Scrabble.
✓ Make up words or "sniglets," which are any words that do not exist in the dictionary, but should (e.g., "cinemuck," meaning that goop that covers the floor in movie theaters).

Source: Crais, E. (1990). *World knowledge to word knowledge.* Topics in Language Disorders, June 1990.

INFORMATION

HIGH SCHOOL STUDENTS WITH disabilities beginning to think about college attendance may find **How to Choose a College: Guide for the Student with a Disability** helpful. It provides not answers but good questions, and one copy is available free from Health Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036, 800/544-3284.

Ref. Current Expressions, Spring, 1990; Newsletter of Prentke Romich Company.

A DESIRABLE COMPROMISE BEtween criterion-referenced and norm-referenced tests is offered by **The Battelle Developmental Inventory.** Created for youngsters from birth to 8 years of age, the Inventory is a standardized measure that permits the examiner or clinician to gather information based on a structured developmental evaluation, parent interviews, and observations in natural settings. An additional advantage is that it provides alternative techniques for assessing children with various handicapping conditions.

Source: Ensher, G. (1989). The First Three Years: Special Education Perspectives on Assessment and Intervention. Topics in Language Disorders. Newborg et al. (1984). Battelle Developmental Inventory. is published by Developmental Learning Materials.

The ECOScales guide the observer to notice goals and strategies for both the child and the adult. The following is adapted from the ECOScales: Becoming Play Partners. The complete scale has five major competencies: Becoming Play Partners, Becoming Turntaking Partners, Becoming Communicating Partners, Becoming Language Partners and Becoming Conversation Partners. The ECOScales are available from Special Press. For more information, call 1-800-888-4506. This form is printed by permission of The Special Press.

BECOMING PLAY PARTNERS

Child's Name _____

Date _____

INTERACTIVE GOALS

☐ *Become play partners.*

a. Be actively together.
b. Play with the same focus as the other.
c. Do about as much as each other.
d. Play and communicate like the other.
e. Share directions and decisions in play.

ANALYSIS OF PROBLEM

☐ *Lack of playfulness*

a. Little enjoyment of or interest in each other.
b. Minimal sensitivity to each other's emotions and motivations.
c. Minimal affect or expressiveness.
d. Stressful or task-oriented activities.
e. Focus on right or wrong.
f. Minimal spontaneity.
g. Limited use of active playful movements.

☐ *Directive, controlling style.*

a. Takes majority of turns.
b. Little waiting.
c. Controlling atmosphere.
d. Ignores child behavior.
e. Disregards child's motivation.
f. Lack of sensitive responding.
g. Control of topic choice and direction.
h. Overuse of questions and commands.
i. Behavior more like that of a teacher than a partner.

ADULT STRATEGIES

☐ *Play in childlike ways.*
a. Play in the same activity as the child.
b. Play as the child does.
c. Play as much or more than talk.
d. Be more interesting than the child's distractions.

☐ *Communicate in ways close to the child's.*

a. Communicate in ways the child can soon do.
b. Respond sensitively to the child's actions and sounds.
c. Use gestures, sounds, and words like the child.
d. Occasionally show the child the next step in talking.
e. Keep communication going back and forth.
f. Show you expect the child to communicate.
g. Imitate the child's actions and sounds.

☐ *Communicate about immediate experience.*

a. Talk about visible people, actions, objects, locations, and feelings.
b. Put words on the child's actions.
c. Avoid academic and adult words.
d. Keep the child on his or her topic.
e. Train as a second language.

☐ *Comment more than question or command.*

a. Use open-ended statements and replies.
b. Give the child freedom to say anything.
c. Allow the child successes.
d. Avoid corrections or discouraging feedback.
e. Avoid testing or focusing on right and wrong.

LEADS TO CHILD GOALS

☐ *Stay with others in play.*

a. Play in the same activity as the adult.
b. Use actions to initiate as well as to respond to others.
c. Actively keep play interactions going.
d. Use functional and meaningful actions with others.
e. Play with others rather than alone.

☐ *Imitate others.*

a. Attempt to act like others.
b. Imitate when directed.
c. Imitate immediately and spontaneously.
d. Imitate after the fact.

RATING THE ECO BEHAVIORS
Use a scale from 1 (lowest) to 9 (highest) to rate the ECOScales behaviors you observe, and use the component behaviors (a, b, c, etc.) to guide your ratings. A rating of 9 means "the highest levels of positive interaction" on all four scales. A rating of 1 means "the lowest levels of positive interaction" on all four scales.

SCALE VALUE DEFINITIONS
1-2 = low, 3-4 = low-mid, 5 = mid
6-7 = high-mid, 8-9 = high
N = Does not apply

Evaluate the behaviors in terms of how they stimulate and maintain a communicative and learning relationship. Consider both their quality and the appropriateness of their quantity and duration. Base your judgments only on what you observe, not on what you infer as intentions, abilities, or general impressions of either person.

If certain elements cannot be observed during the interaction sample or are observed to be weak, score less than a 9 and check the component as a key to consider in treatment.

C S

TEACHER INVOLVEMENT WITH LANGUAGE BENEFITS MANY

Editor's note: This is the second of a three-part series on the role of language in education.

Increased classroom-based focus on student language development helps diminish abuse to language-different children while increasing success for:

● students
● teachers
● administrators.

The diversity of language groups, skills and demands in modern school districts requires a new awareness of the role of language in education. Research which has been building through the past decade identifies the teacher as the person most able to affect positive changes through obtaining updated information on language and language development. [1,2,3,4,5]

Informed Teachers Can Spot Language-Related Abuses

Some districts have educational objectives which, although dependent on student language skills, fail to reflect an awareness of

✓ the need to help students develop oral language, and

✓ steps by which oral language can be developed in the classroom. [6]

When language issues are overlooked, children with language differences suffer a variety of abuses within the educational system, including cultural conflict, racial bias, socio-economic prejudice, inappropriate placement in special education, and neglect of language-based academic failure. [7]

The logical person to notice and prevent these abuses is the classroom teacher. Becoming more aware of language and its role in education allows teachers to observe, document, and remediate the effect of unrealistic or inappropriate language expectations implicit in the curriculum. Some examples are:

1. *The expectation for decontextualized language skills.* Talk about objects and events remote in time and space is called

decontextualized language. While some children may demonstrate decontextualized language skills by the age of five, others (notably children from poverty homes), may not demonstrate this level of language development until much later, if at all. A student who lacks the level of decontextualized language is not equipped to learn to read. "Many poor readers have had little experience of language being used to represent something absent in the present. Their experience of this representational function of language has been so limited that, when they meet the language of literacy (which is the purest form of the representational function of language at work), they experience confusion in understanding what it is all about." [8]

2. *The expectation for cross-cultural narrative rules.* The school day is based on the ability to use structures. For example:

● "story grammar" helps children comprehend the events in a story.
● a schedule tells children when it is OK to get out of their seats.
● a topic lets children know what comments will be acceptable to the teacher.

The ability to use these structures is tied to "narrative skills" which are both age- and culture-specific. Children from different cultures may have learned a narrative style different from that of the teacher. "Black children, using loosely structured narratives in which topics were shifted within a single narrative, received responses from their teacher that 'tended to be almost disruptive and did not build on what the children already knew and had offered.' These children later indicated a sense of frustration caused by the teacher's frequent interruptions." [9]

3. *The expectation that students all "know" how questions work.* A frequently-used routine in classrooms is question-answer-evaluation in which the teacher:

Asks a question to which she or he already knows the answer,
Selects a child to respond, and
Evaluates the response.

A child's ability to understand and play

this "school game" depends on opportunities to practice this routine at home. Although found in the homes of mainstream black and white families, this form of school preparation was absent in a nearby black working-class community. There, "children do not expect adults to ask them questions...children are not seen as information-givers or question-answerers. This is especially true of questions for which adults already have an answer." [10]

Other classroom routines, such as the use of high-level questions and the practice of calling upon a second student if the first student offers an incorrect answer ("call 'til correct") can be confusing and non-productive for some students. [11]

Benefits Derive from the Integral Role of Language in Education

A student's level of language development determines how well she or he will be able to perform those school tasks dependent on language skills. Uses of language in the classroom include:

understanding information [12]
following directions [13]
working independently [14]
thinking through a problem [15]
understanding mathematics [16]
comprehending a reading passage [17]

Emphasis on the underlying language skills benefits teachers, who share many of the same concerns expressed in recent language intervention literature. [18] For district administrators, a commitment to student language skills offers an alternative route toward that elusive goal of increased national reading scores. [19]

Steps toward a district conversion to language-based instruction include:

1. Documentation of current student language levels through observation (using, for example, the form on page 4), group screening, or commercial group language tests.

2. Adoption of procedures for oral language development as "an indispensable learning tool — a methodology across the curriculum." [20]

How the district speech/language pathologists might assist in these processes will be the topic of the final article in this series, scheduled for March, 1991.

NOTES
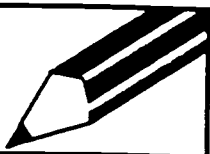
As is appropriate for a month of ghosts and goblins, we had our share of gremlins around the Syndactics office last month.

One, pointed out by reader Dian Flynn, is the item under **Exchange**. The other one still has no resolution: a reader wrote to ask assistance in locating the Brown and Allen update mentioned in the October Bulletin. We did our homework (with the help of the National Clearinghouse on Reading and Communication), wrote the information on the original letter, and then proceeded to lose the letter! If that person will kindly write again, we will be happy to credit her when we answer the question.

In the meantime, I hope that things smooth out around here. Here's wishing you a super November.

Lyn Weiner

TEACHING IDEAS
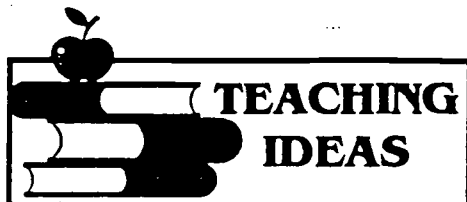
FOR READING COMPREHENSION, students must know (a) how to *summarize* a verbal message, (b) how to simultaneously use *decoding skills* and summarizing processes, and (c) *when* to use summarizing strategies. Students who are generally able to paraphrase what others have said and to generate appropriate main ideas need help only to apply these skills in the reading context. Students lacking the skills will learn them best in a verbal context. After you have defined paraphrasing *(putting information into your own words)* and illustrated it, you may say: *Putting information in your own words, or paraphrasing it, really helps you remember what you read. . . We will practice paraphrasing things I say. After it is easy for you to do this, then we'll practice paraphrasing written messages.*

Source: Ellis, E. (1990). *Enhancing strategic instruction through verbal practice of cognitive strategies.* FOCUS, April 1990.

IF A CHILD DOESN'T SEEM TO BE adjusting to school after four or five weeks, chances are she's suffering from problems with her peers or anxiety over separation from parents, says Nancy ⊙ ;, an early-childhood-education expen San Francisco. If it's peer prob-

lems, suggest to parents the child invite a classmate home to play, or call the parents of a potential playmate and ask them to proffer an invitation. If it's separation anxiety, create links between home and the classroom:

1) Encourage children to bring in objects from home,
2) Talk about home and families frequently during the day,
3) Ask parents to tuck a note into a school lunch box,
4) Give parents guides for appropriate question-asking, such as "How did you make that design?" or "Who was the boy in the red shirt I saw you talking to when I picked you up?" rather than, "What did you do today?"

Source: E. Moore, (1990). *Kidfile.* Parenting, September.

MATERIALS
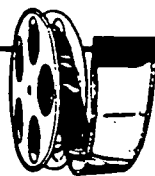
THE LANGUAGE DEVELOPMENT Survey (LDS), reviewed under Research in this issue, may be ordered from its author. A manual to accompany the LDS will be available shortly. In the interim, a reprint of the article, *The language development survey: A screening tool for delayed language in toddlers,* is included in the packet of 100 double-sided printed sheets. The $25.00 cost (make checks payable to Leslie Rescorla) includes handling and postage. Order from Leslie Rescorla, Department of Human Development, Bryn Mawr College, Bryn Mawr, PA 19010.

SPOTLIGHT ON SPEECH-LANguage Services focuses on marketing strategies for public school programs and outlines a step-by-step, easy-to-implement plan for publicizing and promoting speech-language services. It includes reproducible materials such as handouts, posters, and letterheads, plus 100 stickers to help clinicians get their PR programs started immediately. Cost is $25.00 plus $2.50 for mailing. Order Item #1578 from The Speech Bin, 1766 Twentieth Avenue, Vero Beach, FL 32960. (407) 770-0007.

THE 1990 QUERCUS CATALOG OF Special Needs Materials includes a new social studies program, "African Americans in U.S. History and Hispanics in U.S. History," written at a 2.5 readability level. For more information or for a copy of the

catalog, contact Quercus, Simon & Schuster, 4350 Equity Drive, P.O. Box 2649, Columbus, OH 43216. (800) 848-9500.

Source: LINC Notes, June 1990.
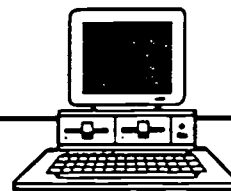
INFORMATION

PC TODAY HAS A NEW FACULTY development program, "Educate the Educators," aimed at helping educators, trainers and librarians understand more about IBM-compatible computers. Any educator can obtain a free subscription form, and principals, department heads and other faculty members may request additional forms for colleagues or libraries. Contact PC Today at (800) 424-7900.

Source: LINC Notes, June 1990.

THREE KEY ELEMENTS IN ANY initiative to reduce the number of children born into poverty are (a) discouraging adolescents from becoming parents before they are able to assume parenting responsibilities, (b) helping poor young parents meet their children's developmental needs, and (c) preparing poor young adults for employment in the more technically demanding jobs of today's labor force. To order a copy of the complete report **Five Million Children: A Statistical Profile of Our Poorest Young Citizens,** send a check for $12.95 payable to The Trustees of Columbia University at NCCP, Columbia University, 154 Haven Avenue, New York, NY 10032.

Source: Language, Speech, and Hearing Services in Schools, July 1990.

RESEARCH

LANGUAGE DELAY IS IDENTIFIable by age 2. Numerous developmental test norms indicate that most 24-month-old children have at least 50 words of vocabulary and produce some 2-3 word combinations. Using this standard, researchers report that 8 of 15 boys identified as manifesting specific expressive language delay at 24-30 months were still severely delayed in speech at age 3-4.

Children with language delay but no other

apparent handicap were screened in pediatric settings (private and public clinics) in four different studies. The outcome was the Language Development Survey (LDS), a vocabulary checklist planned to be used as part of the 24-month pediatric exam. The mother of the child can complete the LDS and the pediatrician, school nurse or other health professional can use the completed LDS as a base from which to make inquiries about the child's language development. If the child's reported vocabulary is below 50 words, or the child is not yet combining words into phrases, a quick screening of receptive language might involve asking the child to point to several body parts and articles of clothing, to indicate the location of the door, light, chair, and so forth, and to carry out simple commands (give your sock to Mommy, etc.) The LDS was not designed to assess receptive language, because mothers almost invariably say their child "understands everything," making little distinction between "pure" language comprehension and comprehension assisted by gestural cuing or situational context.

Language-delayed 2-year-olds can be found in all SES groups. An abundance of data indicates that language-delayed young children are seriously at risk for continuing language problems, learning disabilities, and psychiatric/behavioral disorders. Recent federal legislation mandating the provision of intervention services for children under 3 years of age underscores the importance of early identification and treatment of language problems. See MATERIALS in this issue of the Bulletin for information on ordering the LDS.

Ref.: L. Rescorla (1989). *The language development survey: Screening tool for delayed language in toddlers.* Journal of Speech and Hearing Disorders, November.

EXCHANGE

Dear Lyn,

Today I tried to use the 800 number given for LINC in your September, 1990, Syndactics Bulletin. The operator and I both dialed 1-800-722-7372 and reached Saber Software at 1-800-331-2690! The information I was going to request was more information on the Apricot I Language Kit 1985 (E.L. Arwood) referenced on page 3 of the same issue. Would you be so kind as to help? Hope others aren't running into the same problem.

Dian Flynn

Dear Dian,

Thanks for letting me know. The actual EdLINC phone number is 1-800-772-7372. I called to ask them about Apricot I, but the information was not available. The information consultant at EdLINC didn't drop it there, however. She pursued a variety of possible leads to try to get more information and took the time to call me back to report that she was still looking. This gave me the opportunity to tell her that, luckily, Dr. Arwood is a Bulletin reader so, with information from the subscriber database, I was able to locate the number for Apricot: 1-503-235-1401. An answering machine at that number will allow you to leave your name and address so that an Apricot catalog will be sent to you.

I hope that you find this information useful. You'll be receiving a free material for taking the time to write.

Best wishes,
Lyn

Teacher Involvement with Language Development

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2. Corson, D. Oral Language Across the Curriculum. Clevedon, England: Multilingual Matters. 1988. In the United States, this book is available from Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA. 19007. (215) 785-5800.
3. Becker, W. *Teaching Reading and Language to the Disadvantaged — What We Have Learned from Field Research.* Harvard Educational Review. November, 1977.
4. Weiner, C., Creighton, J. & Lyons, T. K-TALK Teacher Manual. Tucson, AZ: Communication Skill Builders. Information regarding K-TALK is available from Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733.
5. Beveridge, M. *Staged Assessment in Literacy: Implications for Language Problems in Secondary Schools.* In Mogford, K. and Sadler, J. (Eds.) Child Language Disability. Clevedon, England: Multilingual Matters. 1989.

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9. Milosky, L. *Narratives in the Classroom.* In Ripich, D. (Ed.) Seminars in Speech and Language: Classroom Remediation for Language-Impaired Children. New York: Thieme Medical Publishers. 1984. Page 336. Available from Thieme Medical Publishers, 381 Park Avenue South, New York, NY 10016.
10. Heath, S. B. Ways with Words: Language, life, and work in communities and classrooms. New York: Cambridge University Press. 1983.
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12. Haynes, C. *Language Development in the School Years — What Can Go Wrong?* In Mogford, K. and Sadler, J. (Eds.) Child Language Disability. Clevedon, England: Multilingual Matters. 1989.
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14. Weiner, C. and Creighton, J. *Documenting and Facilitating School Readiness Language.* Journal of Childhood Communication Disorders. Fall/Winter 1987. Available through the Council for Exceptional Children, 1920 Association Drive, Reston VA 22091.
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16. Donlan, C. *Patterns of Mathematical Learning Associated with Language Disorder.* In Mogford, K. and Sadler, J. (Eds.) Child Language Disability. Clevedon, England: Multilingual Matters. 1989.
17. Silvaroli, N. and Wheelock, W. Teaching Reading: A Decision-Making Process. Dubuque, IA: Wm. C. Brown. 1980. Available from Wm. C. Brown, 2460 Kerper Boulevard, Dubuque, IA 52001.
18. Constable, C. *Talking with Teachers: Increasing Our Relevance as Language Interventionists in the Schools.* In Ripich, D. (Ed.) Seminars in Speech and Language: Classroom Remediation for Language-Impaired Children. New York: Thieme Medical Publishers. 1984.
19. *Decontextualized Concept Demystifies Reading/Language Connection.* Syndactics Bulletin, March, 1989.
20. Corson, D. *The Case for Oral Language,* page 465.

Observation of Classroom Language Range

Class: _____

Date: _____

Observer: _____

Instructions: *Write student names in spaces across the top. For each student, place an "x" only in the boxes that describe typical behavior.*

RED
- Learns best through direct manipulation of objects
- Requires instructions be given individually
- Wanders mentally or physically during group activities
- Rarely seen talking with classmates

ORANGE/YELLOW
- Can talk with classmates about objects or activities present in the environment
- Can follow single instructions given to the group
- Responds to questions with a stare or a single-word response
- Makes off-topic or out-of-turn comments

GREEN
- Can work well in small closely-supervised groups
- Can follow a sequence of instructions
- Responds to questions with one or more sentences
- Unable to give reasons behind the actions of self or of characters studied
- Works well independently

BLUE
- Uses complex sentences containing words such as: but, so, since, until, etc.
- Can support comments or opinions with additional information
- Reads and comprehends at grade level

INDIGO
- Requests clarification or additional information as needed
- Writes and speaks using detailed, informative sentences

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NEW BOOK SERVES AS BLUEPRINT FOR WHOLE LANGUAGE SCHOOLS

A new publication from the International Reading Association, **Teachers and Research: Language Learning in the Classroom,** [1] clearly delineates both problems and possible solutions concerning the status of current language arts programs.

Problem Lies in Differences of Perception

Once associated with the correct form of communication (grammar, spelling, punctuation, etc.), *language arts* now encompasses the total communication process. (See, for example, the principles listed in the box.) From the standpoint of a growing number of researchers and teachers, development of the language arts is an outgrowth of a student's personal experiences and the resulting attempt to communicate. Writing may begin with a private spelling system,[2] and reading is motivated by a desire to understand the meaning of the written material (cereal boxes, signs, T-shirts, books, etc.) [3]

While research is strongly supportive of teaching language arts across the curriculum, children in classrooms across the country continue to participate in a "language arts time" during which they:
● copy a story from the board
● practice writing spelling words
● complete pages in workbooks. [4]

These and similar activities are viewed by researchers as "empty" because the emphasis is on form only, without any attention to content (personal meaning) or use (personal desire to communicate). They are also considered to be counter to what is known about learning:

"Never have public school practices in the majority of our schools been so far

removed from what we know to be true about children's learning, particularly their language acquisition and reading and writing behaviors. Social and political pressures are pushing education in the opposite direction from positions indicated by current research on children's language and literacy learning. Researchers are presenting children as competent learners, actively engaged in discovering the structure of language, self-programming the simple rules of spelling, developing a sense of story, and seeking meaning in their

---

LANGUAGE ARTS PRINCIPLES

1. Reading, writing, speaking, and listening are inseparable components of the language-communication process.

2. Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes.

3. These four language arts processes are life skills—the learner's tools for acquiring and transmitting all further learning.

from the Louisiana Language Arts Curriculum

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reading. But the back to basics movement and its ally, competency testing, have taken us back to the outmoded model of teaching that views children as empty containers to be filled with predetermined facts, which later will be spewed forth on standardized tests." [5]

Solution Lies in Communication and Negotiation

Ameliorization of this situation begins with communication among interested parties: teacher educators, school board members, central office administrators, teachers, principals, parents, and undergraduate students of education. "All hold

literacy development as a primary goal, yet lack of trust and disagreement often are characteristic of their communication, perhaps, because of their different perspectives."[6] Specific steps toward resolution might include:
✓ Comparing different avenues of research
✓ Working to find a common ground
✓ Negotiating with different groups
✓ Developing a shared language
✓ Putting research into action in systematic ways [7]

Change Affects Entire System

Because the school organization is an "integrated and holistic system,"[8] any change will require adjustments throughout the district. Some activities that can be agents of change are:

Maintaining close ties with nearby teacher training institutions. This could result in collaboration between teachers and researchers, development of "mini courses" on teacher-selected topics, or organization of a teacher support group for helping one another implement changes.

Redefining and expanding the role of teachers. One principal reports teachers successfully acting as researchers, authors, editors, and staff developers in addition to classroom duties. [9]

Creating a "climate for literacy." In this climate, described in detail by one article,[10] responsibilities and territories are respected and specialists in reading and/or language are viewed as colleagues who can be helpful team members.

The chart on page four provides a list of objectives that may be of interest to the classroom teacher, the reading specialist, and the consulting speech/language pathologist.

NOTES

I just spent a quiet morning reading through notes that many of you have sent saying what a service the **Bulletin** provides and how you look forward to it. I only wish there were more of you! The reason: due to increasing expenses and decreasing subscribers, **The Bulletin** will cease publication with the May, 1991, issue. On the same date, the final issue of **Information Edge: Language and Language Disorders** will be sent.

In order to wrap up as smoothly as possible:
● No new subscriptions will be accepted after 12/01/90.
● Re-subscription notices will reflect the exact number of issues left (and will be priced accordingly).
● Subscribers with prepaid issues due after May, 1991, will receive a refund.

After eight years (!) of publication, it will be tough to say "Good-bye." I hope that many of us can stay in touch through consulting and/or workshop activities (or national conferences). If, in the future, we find a feasible way to provide current information to a subscriber base, you'll be the first to know.

Wishing you a December that's as calm as possible!

Lyn Weiner
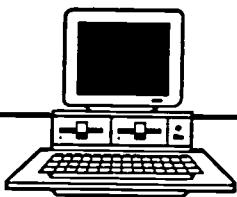
INFORMATION

THE MALDE PEN PAL PROGRAM (see the April '90 issue of the Bulletin) is no longer in operation. The National Learning Disabilities Network, established in March, 1990, is now the sponsor of a nationwide pen pal club for LD students. To learn more, write to NLDN, 82 S. Townline Rd., Sandusky, MI 48471.

FOR THE SPEECH/LANGUAGE PAthologist who wants to do more language work and less pure articulation treatment:
✓ Research the students in your school and identify ways language treatment c[ ]them.
✓ [Sho]w teachers how much easier

their jobs will be when students are appropriately referred for this kind of problem.
✓ Start a speech-language pathology newsletter for the school *(do a case study, recount the funny things students do in treatment, tell what is happening. Use a single sheet on school letterhead.)*.
✓ Distribute to teachers and parents the second page of *Let's Talk*, ASHA August 1990, p. 55, which offers suggestions for helping a child with problems in listening, understanding speech, or following directions.
✓ Offer an in-service using ASHA's **School Meeting Kit** (combination videotape and inservice handbook with handout masters which help participants learn the SLP's role and how to work together to help children with communication disorders.) Available from ASHA Publication Sales, 10801 Rockville Pike, Rockville, MD 20852.

Source: Johns, J. (1990) *Marketing in the schools: A class act*, ASHA, August, p. 40-41.

REMIND PARENTS TO MONITOR their babies as well as their school-age children for ear infections. "Although it is one of the most common infections in the first year of life, otitis media (middle ear infection) is not commonly diagnosed in the newborn. The eustachian tube, which should drain the middle ear. . . has a small caliber, and the angle of drainage is less steep than that of adults. As a result, fluid accumulates in the middle ear and. . . bacterial or viral infections become established. The inflammatory process may cause conductive hearing loss from scarring and fixation of the tympanic membrane, and from limitation of the motion of the ossicular chain."

Source: Clark, D., MD, Professor of Pediatrics, Louisiana State University School of Medicine, New Orleans, LA. *Neonates and infants at risk for hearing and speech-language disorders*. Topics in Language Disorders. December, 1989, p. 6.

CONSULTATION IS A COLLABORAtive endeavor, but some common suppositions can interfere:
● There may be a lack of congruence between suggestions for classroom intervention and general educators' understanding of these interventions.
● Individuals may have difficulty attempting new strategies with which they have had little experience.
● General educators typically do not receive as much preservice training in consultation as do special educators and may feel unready.
● Special and regular educators may question each others' abilities to prescribe

for the student with disabilities in the regular classroom environment.
● Education of students with handicapping conditions historically has not been a shared process.

Below are some guidelines to implementing successful consultation programs:
● Planning is a joint process involving both regular and special educators.
● The skills of all professionals in a building must be identified to clarify sources of expertise.
● The language associated with the consultation must be professional and free of special-education jargon.
● Consultation should not be used only as a 'before referral' process.
● Consultants must provide facilitative as well as prescriptive advice.

Source: Pugach, M., & Johnson, L. (1988), *Rethinking the relationship between consultation and collaborative problem-solving*. Focus on Exceptional Children, Vol. 21, No. 4, 1-8.

TEACHING IDEAS
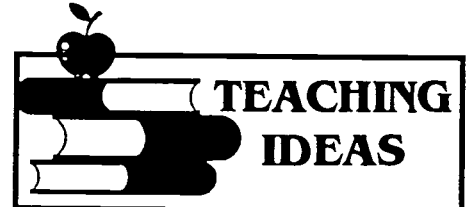
TEACHERS SHOULD MODIFY THEIR style of talking anytime a child is unable to participate and communicate successfully in an age appropriate activity. Here are five language categories and sample modifications.
● Language input: Slow your talking rate; change loudness, intonation, and stress; reduce the amount said; increase repetition.
● Language output demands on the child: Use indirect requests rather than commands; rhetorical *(Now what is wrong with this thing?)* rather than confrontation *(What do you like to play?)* questions; yes/no questions asking for a confirmation *(Is it raining outside?)* when the condition holds; rhetorical "wh" *(what, where, who, why, how, when)* questions unless you need to know some information the child is capable of giving *(Where do you want to play today?)*; statements and commentary that require no response.
● Cognitive demands on the child: For *attention*, reduce visual and sound distractions. For *perception*, organize and contain 'sets' of objects or use pictures and highlight critical visual details. For *memory*, use routines, give verbal cues, keep journals and logs of events. For *organization*, make things explicit and review often. In general, give thinking and prob-

lem-solving support (*Could it be the wheel?* rather than *Here, let me fix it.*); give initiation and inhibition support *(Rotate roles while encouraging more active roles for a child who has difficulty participating, less active for a child who has difficulty waiting. Ask each child to perform one step in an assembly process. Reinforce initiating in younger children with eye contact during a child's turn.)*

● Social-emotional demands: Give personal support to help get a child started. Observe to see children's preferred interactions and actions, and increase your use of preferred modes. Give more time and reduce demands to reduce stress.

● Facilitation style: Model what you want or let the child watch another first. Directly teach *(Ask Mrs. Jones, 'May I have a cookie, please?')*. Set up demonstration situations so it is easy for a child to discover what we want him to learn.

FOR THOSE BRIEF WAITING TIMES (to go watch an all-school event, for example), have a list of age-appropriate adjectives or adverbs ready for this game: Say, "I'll start," then construct a comparative sentence using the chosen adjective or adverb (*A lion is bigger than an ant* or *I walk slowly, but a turtle walks even more slowly*). Then say, "Now, you do one, (child's name)". The child, using the same adjective or adverb, constructs a new sentence (*A cloud is bigger than a pencil*), then says, "Now you do one, (child's name)." Continue as time permits. If interest flags, you may introduce a new adjective or adverb.

RESEARCH

SCAFFOLDING IS A LANGUAGE teaching and support system that "entails the mother's reducing the degrees of freedom with which the child has to cope, concentrating the child's attention into a manageable domain, providing models of expected language from which the child can extract selectively what is needed to fulfill a role in discourse, and creating linguistic formats or routines." A study of 10 normally developing children (aged 2 to 2 years 5 months) and their mothers looked at the role of children's knowledge of events plus their mothers' scaffolding for effects on children's TD (temporally ed or decontextualized) talk. The indicate that lack of adult scaffold-

ing in conversations on displaced topics may be responsible for the disorganization observed in children's descriptions of past events.

For each mother-child pair, three contexts were identified:

1. one highly familiar, routine activity that the child participated in and that occurred at least three times a week (Examples of these contexts, designated as the "scripted context," are lunch, getting ready in the morning, bathing/getting ready for bed.)

2. a free-play context with new, appropriate-to-age toys, in which no particular sequence of actions or distribution of roles would be readily anticipated by the child.

3. a third context, with new, inappropriate-to-age toys was also used.

Four topic categories were defined and illustrated as follows: 1) Verbal activity (language behavior): *And when everybody asks you how old you are tomorrow, what are you gonna say?*, 2) Specific activity (idiosyncratic to the mother, child, or pair): *Will you miss her when you go to California?*, 3) Routine activity: *So what did you do at the Hudson School today?*, 4) Pretense activity: *Should we save the (imaginary) tea for daddy when he comes home?*

Overall results were:

✓ The vast majority of child TD talk occurred in the scripted context.

✓ Children had difficulty with verbal activity topics, being generally unable to contribute to these.

✓ The burden of establishing a time-frame fell on the mother's part of the conversations.

✓ In past TD child talk, the most commonly occurring maternal lexical term was "remember."

✓ In past and future talk, mothers' questions asked for more information than was answered.

Given the considerable research showing that the display of both linguistic and cognitive skills is contextually dependent, Lucariello suggested some intervention strategies, which may be used with older delayed language children. (1) Scaffold and move away from the here-and-now in highly routine contexts occasionally to encourage rudiments of abstract thought. (2) Aim tutoring toward the level of competence that can be achieved under the most favorable circumstances. (3) Scaf-

fold to focus the student's attention and model appropriate speech forms. (4) Be selective in introducing displaced (decontextualized) speech. (5) Use of picture books provides excellent opportunity for displaced speech.

Source: Lucariello, J. (1990). *Freeing talk from the here-and-now: The role of event knowledge and maternal scaffolds.* Topics in Language Disorders. June 1990.

MATERIALS
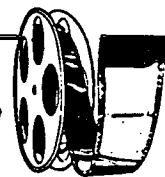
THOSE MEAN NASTY DIRTY Downright Disgusting but... Invisible Germs is an imaginative and fun book, combining black and white photographs of Beth and full-color illustrations of the germs that she encounters. Children quickly identify with Beth's ability to wash these germs away. Dr. Michael T. Osterholm, State Epidemiologist of Minnesota, says it can be a tool to help parents, teachers, health practicioners, and others encourage healthful habits in young children. Order from Gryphon House Early Childhood Books, P.O. Box 275, Mt. Rainier, MD 20712, $6.95 plus $1.50 shipping (Maryland residents add 5% tax). To order or request a catalog: 800/638-0928.

TEACHING THE PUBLIC ABOUT Communication Disorders, by Julie A. Blonigen, is a set of blackline masters for 18 articles. Each article, ranging from one to four pages in length, focuses on a specific area of speech, language, or hearing, and is written in language the lay person can understand. Order publication #3465 from PRO-ED Catalog, 8700 Shoal Creek Boulevard, Austin, TX 78758. Cost is $18.00 prepaid. Call 512/451-3246 for information on purchase orders or to request a catalog.

GUIDELINES TO TEACHING REmedial Reading (Revised), by L. Pope, is a manual to evaluate reading level and weakness. It also contains tips for reading programs, focused on adolescents and adults. Order from BOSC (Books on Special Children), P.O. Box 305, Congers, NY 10920. Ask for ISBN 87594-119-2 (1975), #147. Cost is $11.95 plus $2.50 postage and handling.

LANGUAGE ARTS OBJECTIVES
THAT CAN BE MET IN A COLLABORATIVE MODEL

Date Behavior Observed

LISTENING								
To Stories Relates major events of the story								
Answers questions about story details								
Retells two story events								
Retells three story events								
Predicts outcomes of stories								
Draws conclusions								
Describes and dramatizes story characters								
To Instructions Follows two-step oral directions								
Follows simple written directions								
Asks questions to clarify information								
SPEAKING								
Uses Description To describe color								
To designate location								
To describe shapes and sizes								
To describe people and animals								
To describe emotions								
To describe imaginary people, animals, and objects								
To make comparisons and contrasts								
Uses Narration To tell a story from pictures								
To summarize a story								
To tell story endings								
To create simple stories								
Uses Exposition To explain simple ideas								
To tell personal reactions								
To give directions								
To explain tasks								

Adapted from: Louisiana Language Arts Curriculum, Baton Rouge, LA. 1981.

References

1. Pinnell, G. S., and M. L. Matlin (Eds.). 1989. Teachers and Research: Language Learning in the Classroom. Newark, DE: International Reading Association. Available from the International Reading Assoc., 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714. Write or call (302) 731-1600 for price information.

2. Morrow, L. M. 1989. Literacy Development in the Early Years: Helping Children R~~ ~~ Write. Englewood Cliffs, NJ: P~~ ~~ull.

3. Literacy Development in the Early Years.

4. Pinnell, G. S. *Using Research to Create a Supportive Literacy Climate.* In **Teachers and Research.**

5. Huck, C. S. *Integrating the Curriculum for Teacher Preparation.* In **Teachers and Research,** page 81.

6. *Using Research to Create a Supportive Literacy Climate.*

7. *Using Research to Create a Supportive Literacy Climate,* page 100.

8. *Using Research to Create a Supportive Literacy Climate,* page 100.

9. Monroe, D. S. *Teacher Research and Decision Making: An Administrator's View,* in **Teachers and Research.**

10. *Using Research to Create a Supportive Literacy Climate.*

76

PARENT EXPECTATIONS MET IN NEW PROGRAM

A newly submitted report[1] details the achievements made by revamping an old idea to achieve new goals. By tailoring a parent volunteer program to meet identified needs, the Dysart Migrant Child Education program realized the following benefits for students identified as LEP (Limited English Proficient):

1. Student language skills increased as a result of increased one-to-one time spent with an adult.

2. Participating parents raised their own educational expectations to include
✓ learning English
✓ earning a GED
✓ attending college.

Needs Identified for Parents, Students, and Staff

In El Mirage, Arizona, Dysart School District researched the educational needs of LEP students and their families through surveys, questionnaires, and test scores. The following situations were identified:

1. LEP students were achieving below normal grade level in language arts.

2. More than one-half of the migrant preschool children fell below cutoffs for age-appropriate skills on the Brigance Preschool Screen.

3. Many LEP students were targeted as being high-risk for dropping out of school.

4. Parents and staff cited insufficient communication between the schools and the home and inadequate educational opportunities for parents of LEP students.

With funding from the federal Bilingual Education Program, a pilot project for students K-3 and their families was initiated to address these needs.

Language Formed Basis of Training Model

Ten training sessions (five in child development and five in language development) were held for parents interested in becoming classroom volunteers. At the completion of the training sessions, parents were awarded a volunteer certificate (see page four) and scheduled to work with specific children in a designated classroom. After subsequent classroom experience, parents were invited to participate in additional training in order to become trainers of other parents. Underlying all aspects of the project were the premises that:

✓ academic success is highly language-dependent.

✓ students arriving at school need to have narrative skills as well as the emerging ability to use decontextualized language.

✓ many students who lack the requisite language skills can develop them during one-to-one interactions with trained volunteers.

Five basic characteristics of adult/child conversation leading to language learning were taught:[2]

SUMMARY OF PARENT FEEDBACK INTERVIEW

◆ **Parent's expectation for participation in project**
* better understanding of school system
* learn about and understand children better
* acquire more education

◆ **Parent's motivation to get involved**
* want to help own children
* work with children & school

◆ **What did you gain from training?**
* more patience, understanding and tolerance with adults and children
* more self-confidence; feel can now do something for self and children
* learned to talk to children
* learned about language development with children

◆ **How information will help parents and/or students**
* able to talk to child and understand "where they are coming from"
* able to help them and encourage them in language development while engaging in nonacademic activities
* increase self-confidence for both parent and student
* relieve stress for both parent and student
* help parents relate better to child and vice versa

● *semantic contingency* — use of adult comments that continue the topic introduced by the child.

● *scaffolding* — offering comments and questions that help the child get the intended message across.

● *accountability* — expecting the highest level of language performance the child can meet.

● *routines* — use of highly predictable activities.

● *increasing decontextualization* —matching adult verbalization levels with the child's reliance on the environment to understand and receive messages.

Parents were provided with information and opportunities to practice teaching language at each of the three stages identified by the K-TALK™ Model:

1. A Here-and-Now Stage in which children can respond in single sentences to perceptual input.

2. A Sequencing Stage in which children begin to order perceptions into a series of events.

3. A Literate Stage in which children can respond with a series of sentences (text) to primarily linguistic input.

Gains Seen for Parents, Teachers, and Students

Results of a post-program interview (see inset) indicate that parents were positive about the program and the benefits for themselves and their children. Similarly, teachers rated parent volunteers as "above average" and noted the difference that one-to-one work can make with students.

For more information on this project contact Ms. Betty Churchill, Director, Dysart Migrant Child Education, 11405 North Dysart Road, El Mirage, AZ 85335.

1. Final Evaluation Report: Bilingual Education Program Short Term Parent Training Project, Grant Award #T003V90018.

2. These characteristics were originally identified by Catherine Snow in her 1983 article, *Literacy and Language: Relationships during the Preschool Years*, Harvard Educational Review 55:2.

NOTES

Welcome to a brand new year! (And, as I've already mentioned, the last for the Syndactics **Bulletin**.) One of the considerations during these last few months (and issues) of the **Bulletin** is to make sure that you know about as many other sources of information as possible. The May issue will have a front page article on these sources, but I don't want to wait until then to tell you about one I just discovered: **The Whole Language Umbrella** is the newsletter for the organization of the same name, described as "a confederation of whole language support groups and individuals." It's a wonderfully informative, personal, and useful document that offers news from diverse whole language groups as well as articles and information. The newsletter is sent three times a year to members of The Whole Language Umbrella. For information on group and/or individual membership, write to Debbie Manning, 4848 North Fruit, Fresno, CA 93705.

Wishing you a happy and productive new year.

Lyn Weiner

INFORMATION

FOR EFFECTIVE STAFF DEVELOPment, consider the following suggestions:

● Opportunity must be provided for teachers to work in collaboration *(have a permanent part-time substitute for a building so teachers can more easily leave without disrupting the learning of students; in traditional inservice, allow time for sharing and collaboration)*.

● Provide appreciation, acknowledgement of competency, choice in the learning activity, and shared learning *(all found more effective in changing behavior than money rewards)*.

● As much as possible move away from the traditional workshop format of inservice (often taught by an "expert" with little content or knowledge of the participants whose primary function seems

to be to annoint those participating). Move toward fluid, varied, and needs-based staff development. *("Effective staff development is not usually linear, but moves out in many directions from a core anticipated outcome which is common for everyone." p. 4.)*

● See the building, rather than the individual teacher, as a unit for change, in which the planning process focuses on vision and continually asks, "Why not?"

● Work for staff development which is not only responsive to system demands but also pro-active in setting new directions and investing in human resources to accomplish the goals.

● Regularly evaluate clients (the staff) to see:
  ✓ How well needs are determined
  ✓ Whether process and programs serve the individual and system needs
  ✓ If staff development is viewed as valuing human and growth and development as well as supporting effective organizational change.

Source: Schiff, S. (1989). *What do we mean by effective staff development*, FOCUS, Harrisburg, PA, November.

TEACHERS AND ADMINISTRATORS who seek information from children in disciplinary actions are reminded of children's limitations:

Linguistically:
  ✓ Young children have limited vocabularies; their memory of that vocabulary may come and go.
  ✓ Young children may confuse pronouns, especially when under stress.
  ✓ Children have difficulty with tenses. The present is the easiest; past perfect *(We had gone)* is the most difficult. Children younger than 8 or 9 will not understand the past perfect.
  ✓ Young children can usually understand more complex utterances than they can produce themselves. They may not be able to respond adequately to a question they actually understand.
  ✓ Preschoolers often express themselves in rambling, run-on declarations. Number, tense, and gender often do not match. The child may still accurately know what happened.

Cognitively:
  ✓ Children under the age of 10 are usually very literal in their thinking. They do not understand metaphors

or analogies, and interpret meaning very strictly and narrowly.
  ✓ Children may not make distinctions between relevant and irrelevant details, and may not consider the events in question in a simple serial order.
  ✓ Young children are only beginning to develop their concept of time. They are usually not good estimators of "how long."
  ✓ Young children may not understand causality and may confuse it with serial order (things that happen first cause things that happen later).
  ✓ Children's understanding of "what" and "where" questions develops between the ages of 3 and 4. Between 5 and 7, children begin to understand questions of "when" and "why." Questions of "how things work" or "whose" may not be fully comprehended until age 8 or older,
  ✓ Young children are egocentric. They have difficulty seeing things from someone else's perspective. They assume others know what is going on in their private unspoken thoughts.
  ✓ Children under 10 are generally unable to observe and analyze their own thoughts. Consequently, they may not be able to recall how they felt about some past event at the time of the event.
  ✓ Young children may be unable to reverse the direction of their thinking (for example, understanding that their sibling has a sibling).
  ✓ Children may lose track of long, complex sentences.
  ✓ Young children usually only keep track of one idea at a time. They are not good at "comparing and contrasting."

Emotionally:
 ✓ Under stress, children (and most adults) tend to regress, functioning at a younger developmental level than normal.
  ✓ Children are usually anxious to please adults. In their eagerness to please, they may give answers to questions when they really don't know.
  ✓ Children tend to assume that what adults tell them is the truth.
  ✓ Sometimes when questions are repeated, children may think they are

being asked again because the first answer was wrong. They may change the answer.

Source: Russ, I., & Ackerman, D. (1990). *Developmental considerations when children testify.* Children. Phoenix, AZ: Governor's Office for Children, Vol. 3, No. 7.

MATERIALS
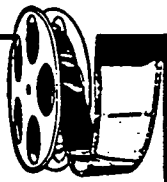
A POSTER COMPARING HOW sound is heard through a cochlear implant to how sound is heard through a hearing aid is available from Cochlear Corporation. The poster, designed for children under age 12, demonstrates the similarities and differences between the two devices using cartoon-character kids, and highlights the fact that hearing aids amplify sound and cochlear implants code/decode sound. The cost is $6.00. For more information contact Poster, Cochlear Corporation, 61 Inverness Drive East, Suite 200, Englewood, CO 80112; 800/523-5798.

Source: ASHA, August 1990, p. 13
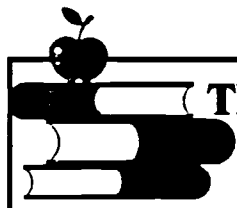
TEACHING IDEAS

IF A CHILD WITH SPEECH/LANguage or cognitive handicaps uses unconventional (usually labeled 'wrong') behavior, try to determine what may be the communicative intent of the behavior. (The communicative function of a behavior is the actual effect that a behavior has on the listener. A child's intentional use of socially unacceptable behaviors could potentially serve several communicative functions, including protesting, requesting, and attention seeking.) Unconventional behavior may be reduced by teaching specific nonverbal communicative behaviors, words, or phrases that could be used as an appropriate means to:

✓ obtain attention,
✓ escape,
✓ request desired objects and actions.

● Teach a child grabbing items to use natural or formal gestures rather than saying, "No grabbing."
Teach a child using self-injurious

behavior to seek attention to use conventional gesture (touching a caregiver's arm, pointing, hand raising) or a specific sound (tapping the table, a vocal sound, a buzzer)

● Combine behavioral (systematic instruction) with facilitative (encouragement of natural interactions and spontaneity) strategies.

Design your program to facilitate the use of socially acceptable communicative behavior, through:

1. Arrangement of environments for appropriate social interactions with peers and caregivers, and for turn-taking, initiating, maintaining, and terminating interactions,
2. Adjustment of language level and interactive style to facilitate comprehension,
3. Facilitation of appropriate repair strategies (correcting mistakes rather than punishing them),
4. Provision of nonvocal communication systems to augment vocal systems (through collaborative consultation between teachers and special-needs staff).

Source: Burke, G. (1990). *Unconventional behavior: A communicative interpretation in individuals with severe disabilities,* Topics in Language Disorders, September, 1990.

RESEARCH

AFTER FOUR YEARS OF EXPERIence with integrated child care which brings normally hearing and deaf children together in a program at Gallaudet University, Gail Solit and Maral Taylor offer the following advice to organizations hoping to launch similar day care facilities:

✓ define goals and expectations carefully and specify roles and responsibilities of all participants exactly but flexibly,

✓ establish a clear chain of decision making and responsibility with an ongoing channel for staff suggestions and feedback,

✓ make sure that every child accepted is capable of benefiting from the program and adjust it as necessary, and

✓ have the program evaluated regularly by teachers, parents, service providers, administrators, and the children.

Source: *Integrated Child Care: A Place for Deaf Children.* The Progress Report, Gallaudet, Washington DC, Spring 1990.

EXCHANGE

To The Editor:

Lyn Weiner discussed the "Developing Communication Competence in Children" in a recent Bulletin. Could you please provide the address of ERIC for an updated version of the publication?

Dorothy Keith

Dear Dorothy,

ERIC documents, available through most large libraries, may be ordered directly from the ERIC Document Reproduction Service (EDRS). The toll-free number is 800-227-3742; the address is 3900 Wheeler Avenue, Alexandria, VA 22304. The document mentioned is "Developing Communication Competence in Children: Ten Years Later" (ED 269 816), which is a report of the impact of the earlier book published by the National Textbook Company, Developing Communication Competence in Children. The address of the National Textbook Company is 8259 Niles Center Road, Skokie, IL 60076. I hope this information is useful.

Lyn Weiner

Dear Lyn,

The Bulletin mentioned two materials in the May 1990 issue. Could you provide publisher information for:
1. Symbolic Play Scale and
2. Communicative Intention Inventory.

Your assistance in locating these materials would help us in providing services for children at the Charlotte Speech and Hearing Center.

Julie Hermson

Dear Julie,
The source of the information you request is a modest-appearing but extremely useful volume in the series Seminars in Speech and Language. It's volume 9, number 1, Preschool Language Evaluation, available for $17 from Thieme Medical Publishers, 381 Park Avenue South, New York, NY 10016. I highly recommend it. You may also wish to inquire about other volumes in this series. For example, volume 8, number 4, Classroom Remediation for Language-Impaired Children, is superb.

Lyn Weiner

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Parent Volunteer Certificate of Accomplishment

This is to certify that

has completed the following training experiences and is now qualified to work with children directly:

15 hours of child development and behavior management
15 hours of child language development and teaching
20 hours of classroom practice

80

81

PRESCHOOL PROGRESS DEMONSTRATES RESEARCH/PRACTICE CONNECTION

A newly-published book reports the design and outcome of a preschool developed specifically to meet the needs of speech and language-handicapped HeadStart children [1]. Although the resulting program, developed over a decade, also served as a practicum experience for graduate students in speech/language pathology, many key components are appropriate for use in non-practicum settings as well.

Practices Built on a Solid Research Base

A salient feature of the described program is the extensive research underlying decisions concerning its design. Language development is seen to reflect a complex and active system in which the major acquisition factors (cognitive skills, quality of learning environment, and quality of the child's language-learning system) can influence one another in a variety of ways:

● a child denied linguistic input may suffer cognitively
● increased cognition may increase language learning strategies
● a child lacking linguistic interactive skills may receive less linguistic input from parents
● optimal interaction with the environment may contribute to cognitive growth.

Results of comprehensive (and sometimes conflicting) language acquisition studies are analyzed into some basic assumptions about language intervention with the preschool child (see inset).

Program Intended for Mild to Moderate Delay

The described program, operated for two mornings each week during a 12-week summer session, was specifically organized for children with the following communication disorders:

Assumptions Concerning Language Intervention with the Preschool Child

1. Environmental factors can influence language, but the extent of the influence is not exactly known.

2. Some aspects of language may be more affected by the environment than others.

3. Goals and activities must be matched to the child's needs, cognitive readiness, and linguistic level.

4. Language content (vocabulary) is more responsive to intervention than language structure (syntax).

5. Increased content may result in the development of new syntax.

6. Development in morphology requires additional focusing procedures.

7. Stimulating interpersonal interactions may lead a child to copy the language content, form, and use of a valued model.

✔ Syntax delay
✔ Morphology delay
✔ Phonology delay or disorder
✔ Expressive vocabulary deficits
✔ Word finding problems
✔ Receptive language processing deficits
✔ Resistance to verbal group participation
✔ Generalized attentional disorder
✔ Mild to moderate disruptive behavior
✔ Emerging or chronic dysfluency
✔ Fluctuating conductive hearing loss due to ear infections

Each preschool session (see the sample lesson plan on page four) utilized the following intervention formats:

● Group work allowed language to be fostered within the context of social interaction.
● Ritualized repetitive routines (story refrains, utterances used repeatedly during games, and other opportunities to say the same thing several times) focused child attention on structure rather than on meaning.
● Explicit language requirements reflected goals identified for individual children.
● Individual therapy sessions provided emphasis on phonological and morphological goals.
● Parental observation achieved continuity to the home setting.

Results Reflect Program Goals and Maturation Effects

At the end of the 12-week session, all enrolled children were observed to talk more at home, at HeadStart and at the preschool. "Objective data, in terms of growth in MLU, supported the impression that most of these children spoke in longer sentences following intervention" (p. 98).

Evidence of gains in receptive language was based on the decrease and/or disappearance of echoing behavior in all children showing this behavior.

As predicted, least responsive to the preschool learning environment were articulation and syntax. While qualitative gains were observed in all individual therapy sessions, less change was noted in naturalistic settings.

The extent of change due to maturation is not known, but the authors credit its role in increasing communication skills.

NOTES
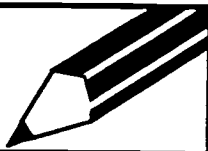
As we're counting down to the final issue of The Bulletin, here are the topics that will be covered:

March has the last of the three-part series on language in the classroom,

in April we'll look at the effectiveness of group language screens, and

for May, you'll get a description and list of The Bulletin's most important information sources — so you can continue your own information sleuthing.

Hope you'll stay with us for these final issues!

And a prayerful hope that, by the time you get next month's issue, we'll have welcomed our men and women home from the Gulf. A special and heartfelt note of support to those of you with friends and relatives engaged in the conflict.

Wishing you a successful and productive February.

Lyn Weiner
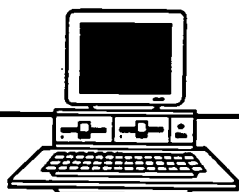
INFORMATION

THE FAD TO FLUNK KINDERGART-ners is the product of an inappropriate curriculum, suggest Lorrie A. Shepard and Mary Lee Smith in Escalating Kindergarten Curriculum. Their research-based report is an ERIC Digest (EDO-PS-89-2). This two-page, power-packed paper is in the public domain and may be freely reproduced and disseminated. Order it from the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801; phone 217/333-1386.

WHEN LOOKING FOR PERSONS TO collaborate successfully on providing services to at-risk children:

✔ Choose collaborators for their ability and desire to participate, not necessarily for their seniority.

✔ Find caring people to teach students and then the curriculum.

people who see failure as a

source of information rather than as a cause for punishment.

✔ Look for persons who can act, in collaboration, as an opener of doors, a developer of talent, a trainer, a coach, a sponsor, a positive role model, a mentor.

✔ Search for those who will: define the teacher's role as an adviser who teaches, be impatient with teacher rather than student failure, be willing to make mistakes, be enthusiastic, talk positively about students with a high level of energy, expect students to accept responsibility and achieve, and see problems as challenges.

Ref.: A Blueprint for Success, National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Ph.: 202/822-7840.

MATERIALS
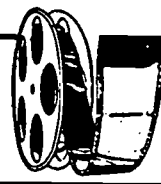
THE 1990-91 EDITION OF THE SpecialWare Database, LINC's electronic guide to special education software contains nearly 1,000 descriptions of commercially published programs — from early childhood to adult education, mildly to severely handicapped, from reading to word processing to administration. Descriptions are detailed, and many contain information on published reviews of programs. Considerably improved (powerful, but user-friendly with full-text search and retrieval), the electronic directory can be searched by program title, publisher, curriculum area, grade level, or disability. It requires IBM or compatible equipment with a hard disk with at least 3 megabytes of space. The price is $99 for a single copy or $175 for a subscription including two updates over the next year. Order from OPEN ACCESS Publishing Group, P. O. Box 889, Warrenton, VA 22186; 703/439-1492.

PRECONVERSATIONAL CHILDREN are helped to learn to communicate with a series of assessment and training materials from James D. MacDonald and Yvonne Gillette (1989). When communication is balanced and reciprocal, children:

✔ learn to be social and communicative

✔ learn through adults' communicating in ways the child can benefit from

✔ take turns when given time and

sitive adult responses

✔ are motivated to stay in extended interactions with adults who are facilitative rather than directive and who enjoy being with them and show some emotional attachment.

The 1990-91 Catalog includes four pages of description about the ECO program. Four videotapes on the ECO Program ($49 each) and the complete ECO Program ($149, not including the videotapes) are available from Special Press Inc., Suite 3205, 11230 West Avenue, San Antonio, TX 78213; 512/344-4546.

FOR A WONDERFUL CATALOG listing a wealth (3,800) of wonderful books, stickers, punch-out activities, stencils and other inexpensive ($3 - $8), high-interest items (including music-keyboard scores for piano under $10; dual-language readers in Russian, French, Italian, and Spanish), request a current special catalog from Dover Publications, Inc., 31 East 2nd St., Mineola, NY 11501. Don't miss this one as a source of classroom browsing books, rewards for progress, and probably gifts to yourself.

SPECIAL TIMES, SPECIAL EDUCATION Software for Grades K-12 Catalog from Cambridge Development Laboratory, begins with a policy statement, summarized as:

We choose software which has all or most of the following characteristics:

● The child receives information rather than simply judgmental feedback,

● The software's required reading level is appropriate for students (good science, math, and social studies activities for students with reading deficits),

● Students have choices in how to use activities within the software,

● Software encourages prediction and successful approximation,

● There is no time limit or limited number of trials available,

● Students alone or with consultation select level of difficulty,

● Screens are attractive without being distracting, and

● Directions are straightforward, non-wordy, and often optional, allowing immediate entry into the activity.

The catalog covers subject areas from over 60 publishers, helpful hints for teaching LD students, a 1 year money-back guarantee, and a 30 day preview policy. Request it from the Cambridge Development Laboratory 800/637-0047 (in Massachusetts: 617/890-4640).

STORIES ABOUT ME IS A BOOK OF stories to be customized for each child. Each story is four or five lines long and is made primarily with the Mayer-Johnson Company's Picture Communication Symbols. The student fills in the blanks to personalize a story. Over 200 pages of reproducible stories are divided into the categories of: home and family, school, activity, sports, holiday, weather, and health and augmentative aids. Parent letters, questionnaires, and activity forms are included. Cost for **Stories about Me** is $24.00 (plus $2.40 shipping/handling; add tax in California). For more information, contact Mayer-Johnson Co., P.O. Box 1579, Solana Beach, CA 92075-1579; phone 619/481-2489.

EXCHANGE

Dear Lyn,

It was sad to read the news that the Bulletin would stop in May. I have thoroughly enjoyed it and the information it has given me. Thank you for your effort!

I am also writing you with a problem I am facing this year, and I hope you can help me. I work in a public school with several handicapped students needing speech/language therapy. I see three levels: mildly handicapped, moderately handicapped, and severely-profoundly handicapped. My question is — how do you determine when speech/language therapy should be discontinued? I have been working under the assumption that it should stop when language age reaches mental age. However, I get several parents and even classroom teachers who disagree with this philosophy because they feel that the student can still improve or progress. What are your feelings on this subject? Or what does the research that you have come into contact with tell you? Any information you can give me on this will be of tremendous help.

Thank you!!!

Sincerely,
Sue Leedy

Dear Sue,

Thanks for the kind words! As to your question, this is very important and reflects how individuals can be caught between two worlds as the model and philosophy for service provision shift. Under the older (medical) model, you would be ...tely right.

Language was viewed as a product, and something "wrong" with it (based on developmental norms) had to be "fixed" by the speech/language pathologist. Research over the past two decades has helped us to understand a newer (educational) model in which language is viewed as a dynamic social process which is learned from environmental interactions. Our question instead of being "What is wrong with the language?" becomes "To what extent can the language learner develop language skills directly from environmental interactions?"

Once the gap between what the language learner needs from the environment and what the language learner is getting from the environment is determined, there are several courses of action open to the speech/language pathologist:

1. Improve the child's ability to learn from environmental interactions by increasing overall language level.

2. Alter the child's environment through consultation with parents and teachers so the interactions are at the level the learner needs.

3. Help the child develop strategies to alter the learning environment, when needed.

So, under this new model, you would be involved with the student until there was sufficient match between the learner and the learning environment to allow learning to continue without your intervention. At that point, a quarterly checkup to make sure that language learning was continuing would be all that was needed.

The best resources for this approach are the assessment and training materials in the **ECO Program** mentioned under "Materials" in this issue. (One component was described in detail in the October, 1990, Bulletin.) In the meantime, I'll be sending you one of the videotapes from this program at no charge as a "thank-you" for posing this important question.

Best wishes,
Lyn

TEACHING IDEAS

LILIAN KATZ SUGGESTS FOUR categories of learning are especially relevant to the education of young children:

● *Knowledge* (facts, concepts, ideas, vocabulary, etc.),

● *Skills* (small units of action which occur in a relatively short period of time and are easily observed: physical, social, verbal, counting, etc.),

● *Feelings* (subjective emotional states, innate and learned; examples of the latter: competence, belonging, security), and

● *Dispositions* (habits of mind or tendencies to respond to certain situations in certain ways, as curiosity, friendliness — learned primarily from being around people who exhibit them).

Katz says it is unfortunate that dispositions of being curious or puzzled are rarely displayed by adults in front of children! For the full document, order **What Should Young Children Be Learning?** by Lillian Katz from the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801; phone 217/333-1386.

RESEARCH

THE VIEW THAT STUTTERING children are more likely than nonstutterers to have delayed or disordered speech and language development has not been proven, despite more than 60 years of research. However, clinicians should be alert to the possibility that any given stutterer may have additional communication problems. Subgroups probably more likely to have concomitant speech and language disorders are twins, and mentally retarded children.

Remember that even intellectually gifted children sometimes have speech and language disorders, and view every stuttering child as potentially at risk for these problems. Finally, any therapy for a child who stutters and also has other speech/language problems should be conducted in such a way that fluency tasks do not exceed the child's current level of language development.

Ref.: Nippold, M. (1990). *Concomitant Speech and Language Disorders in Stuttering Children: A Critique of the Literature*, Journal of Speech and Hearing Disorders, Vol. 55, 51-60, Feb., 1990.

Child Language Group Session Plan

Name _____ Date_____ Session # __Sample__

ACTIVITY	GOALS	PROCESSES
Unstructured play (15 minutes) Note: *implemented during first & sometimes second session*	To establish a working relationship; introduce group members to one another; to obtain a spontaneous speech sample; to begin to assess communication behavior; to establish a non-threatening environment; to begin to develop the group format	Social interaction Parallel play/self-talk Clinical observation
Circle time (15 minutes) *(beginning activity of each session)* Hello Song *then usually two songs/finger plays from among the following:* Wheels on the Bus Open-Shut Two Little Blackbirds Old McDonald *(see manual for suggested alternatives)*	To establish the routine To heighten awareness of specific articulation patterns; to comprehend and respond to "wh" questions; to develop specific syntactic forms; learn group members' names; to foster interaction; to establish patterns of appropriate social interactions; to foster acknowledgement of individual self-worth; to foster increased articulatory precision	Adult and peer modeling Turn taking Use of routinized behavior Choral responses Use of rhythm and melody pairing language and activity (motoric activity)
Calendar & weather (10 minutes) *(usually conducted every session)* Materials: Large calendar (easel size made on newsprint); stick-on symbols for weather — e.g., sun, clouds, umbrella; flannelboard objects related to different seasons Go outside to observe and talk about the weather	To orient to time & place; to establish an automatic sequence (days of week); to heighten awareness of surroundings; to stimulate perception about the environment; to begin to develop ability to reason about perception; to foster cognitive/ linguistic development in terms of temporal/spatial concepts and corresponding vocabulary	Adult modeling Questions & answers Turn taking Choral responses Routinized behavior
Gross motor (10 minutes) Knock-A-Block (Roll ball at pyramid of blocks after chanting, "I knock a block, I knock a block, I knock a block DOWN!")	To expend excess energy; to foster syllable closure; to develop hand-eye coordination; to develop syntactic formulation	Turn taking Adult & peer modeling Use of choral refrains including rhythmic utterance patterns Motor activity paired with verbalization
Individual therapy (30 minutes)	—specific to each child— *(first sessions are usually diagnostic in nature)*	
Snack (20 minutes)	*Note: one parent/session is gradually introduced into the activity*	
Comparatives (15 minutes) (mannequins of varying sizes)	To establish concept of differentiation by size; to foster discrimination of relative size within a category; to develop language forms that describe relative size; to selectively analyze one attribute through auditory referencing; to increase ability to follow one-step directions	Adult & peer modeling Turn taking "Talking children through the cognitive process" (making covert processes overt)
Gross motor activity (5 minutes) London Bridge Is Falling Down	To permit discharge of motor energy; to develop use of present progressive syntactic form; to develop use of morphologic marker "ing;" to develop use of auxiliary verbs; to engage in cooperative play	Turn taking Coupling language with motor activity Use of repetitive refrain Choral responses Enhancement of language through intonation, rhythm, melody
Storytelling (20 minutes) The Three Bears *(see manual for suggested alternatives)* Note: *Stories are also chosen in relation to the current theme — e.g., Park, Zoo, Circus*	To increase attending behavior; increase receptive abilities; label animals, objects, actions; increase imaginative use of language; increase sequencing/ organizational skills; foster development & carryover of comparatives	Intensification of input through repetitive refrains Choral responses Adult & peer modeling Enhancement of language patterns through intonation & rhythm
Arts & Crafts (25 minutes) Introduction of Park Theme by coloring, cutting, & pasting "equipment" & food for picnic	To provide general language stimulation; to draw upon real life experiences; to expand general knowledge about the world; to develop cooperative play; to learn attributions and functions of objects (in the park); to facilitate use of subject pronoun & progressive tense	Social interaction Parallel play/self-talk Adult & peer modeling
Parent counseling (15 minutes)	— dependent on specific needs of each parent— *(first few sessions usually devoted to exploration of needs)*	

EXPERTS IDENTIFY THREE STEPS
TO IMPROVED CLASSROOM LANGUAGE INTERACTION

Editor's Note: This article is the third in a three-part series on language in the classroom. The first article appeared in the September, 1990, issue and the second in November, 1990.

Increased student language skills can result from modifications in:
- the classroom format[1]
- teacher interaction style[2]
- activities used to teach curricular objectives[3]

In districts in which teachers can make individual elections to modify these areas, three steps can bring about overall growth in language learning for all students, including those who are:
- ✔ language-delayed
- ✔ learning disabled
- ✔ hearing-impaired
- ✔ at-risk
- ✔ reading-delayed.

The First Step is Evaluation of Learner Language

Teachers utilize language evaluation information in two ways:
- Scores may be used to justify suggested classroom modifications.
- Changes in scores can be used to validate new interaction methods.

Two group-administered language screens that appear to tap language most closely related to academic success are:

- Classroom Communication Procedure for Early Adolescents [4]
- K-TALK™ Group Screen (available only with the K-TALK™ kit). [5]

For programs with personnel for individual testing, but low budgets, a journal article describes an excellent source of language information: **Token and Reporter's** Tests. The information in this article is sufficiently complete to allow districts to construct their own test kits and administer and score the procedures for students ages 4-6 through 16-5.[6]

The Second Step is Identification of Classroom Language Expectations

Generally, teachers identify "good" students as those who can:
- ✔ complete tasks on schedule independently
- ✔ observe classroom speaking rules
- ✔ focus on the essential information provided in instructional activities.[7]

Student ability to demonstrate these skills, however, is dependent on the overall expectations for student language abilities. These expectations can be imposed with or without teacher awareness. Common sources are:
- Classroom format. Highly decontextualized group settings require high language skills for success and help only top language users to continue developing abilities.
- Activities. Discussion-based activities in which only one student talks at a time impose high linguistic requirements and encourage "tune-out."

- Teacher language. Vocabulary use, syntactic complexity, and utilization of multiple meaning expressions had all been shown to affect a student's difficulty in comprehending explanations, directives and questions used by the teacher.[8]

The Third Step is Modification of the Classroom to Close the Gap Between Learner Language Level and Curricular Expectations

As shown in the chart on page 4, a variety of modifications can increase language in the classroom. Some general ways to enhance language development in the classroom are:
- Vary classroom groupings so that students have the opportunity to work in pairs, at centers and in small groups. These smaller groups allow students to engage in dialogues, which form the base for the development of later narrative skills.[9]
- Develop expertise in talking in ways that teach language. This would include expanding student utterances as well as making individualized comments about their work.[10]
- Introduce a variety of activities and materials in the classroom. Expanded experiences lead to expanded needs to express the experiences.[11,12]
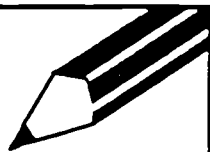
Progress related to efforts to close existing learner/language gaps can be measured by student change in language scores, increased academic performance, and raised comfort levels for both the teacher and the students.
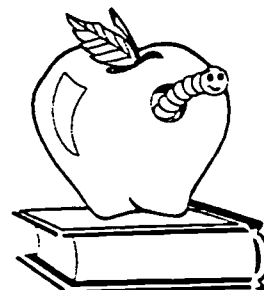
NOTES

Spring is here — or at least very close — and plans for summer and fall are already being discussed. As you know, one of the big plans here is to wrap up the Bulletin with the May issue. Many thanks to each of you who has taken the time to send a note of appreciation and/or regret. I'll be answering those individually, probably through the summer, and will be sure to let you know of any future newsletter projects.

In the meantime, there's another project you should know about. Peggy Martin, a consultant for Communication Skill Builders will be giving six workshops nationally on ways to integrate language into the kindergarten curriculum. One of the key materials featured will be K-TALK, developed by Syndactics consultants. For more information, contact Sandy Grafton at 602-323-7500.

And, looking at the yellow ribbon tied around the front tree, here's wishing you a March that truly "goes out like a lamb!!"

Lyn Weiner
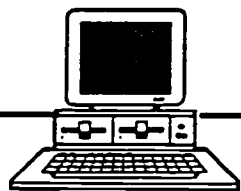
INFORMATION

TRAVELIN' TALK IS A FREE-OF-charge network for persons interested in sharing travel information tips and services for persons with disabilities and interested others. The network has almost 200 locations in North America. Founder Rick Crowder publishes a quarterly newsletter. To join the network and obtain a newsletter, contact: Travelin' Talk, P.O. Box 3534, Clarksville, TN, 37043-3534, Phone: 615/358-2503.

Ref.: Connector, Minnesota State Council on Disability, Jan/Feb 1990.

A PARENT DESCRIBED HER EX-perience with assistive technology for her son, who has cerebral palsy. Her concerns include finding funding and gathering information on resources, particularly the newest of computer technology.

still found that her child needed a logy advocate," someone who could help the family select and learn to use and maintain equipment. She reminded readers that a problem is not always best solved by the latest technology: after several hours of working with three different and exciting devices, her son began rapidly to use his own manual alphabet exposed after the last device was removed from his wheelchair tray. The experts sat and watched intently as he spelled out P-O-T-T-Y! None of the fancy systems had this important communication programmed in.

Ref.: Assistive Technology: A Parent's Perspective, by Julie Fleisch. NICHCY News Digest, No. 13, 1989. P. O. Box 1492, Washington, DC 20013.

RESEARCH

REBECCA K. EDMIASTON RE-viewed current research on preschool literacy assessment, with these conclusions:

● Little is currently being done at the preschool level to determine what children know about reading and writing, and how they use written language,

● Story time in preschools is viewed as a listening rather than a reading activity,

● Looking at library books is considered to be enjoyable but not a reading activity,

● Preschool children are not expected to read books or write stories, and

● Written language activities typically consist of writing letters of the alphabet, recognizing letter names, and matching letters and sounds.

Say Edmiaston and other researchers, learning to talk and learning to read and write develop in parallel fashion, and can be incorporated into preschool curriculum when done in developmentally appropriate ways. Observation provides the most efficient and valuable means of evaluating children's literacy development. Edmiaston (1986) presented a beginning reader's checklist of literacy behaviors in the areas of 'situation dependent' (directly related to the environment in which it occurs — as S-T-O-P on a stop sign) print and book handling skills. Does a child recognize — his/her own name? — common logos? — generic product names? — food product names? — traffic signs? — toy names? — clothing labels? — functional labels? — family member names? Does a child — recognize the front of a book? — hold it right-side-up? — turn pages one at a time? — turn from

front to back? — identify the top and bottom? — run finger from left to right?

Edmiaston reviewed Sulzby's discussion of narrative understanding and adapted from Sulzby a descriptive checklist to determine children's 'reading' ability, which follows this hierarchy: 1) labels pictures, no story is formulated; 2) describes pictures as though action is in present; 3) creates a narrative to match an illustration but is not a 'story;' 4) produces dialogue linking pictures but does not form a 'whole story;' 5) produces a story different from actual text but follows conventions of a story; 6) produces a story very similar to text although not verbatim; 7) 'reads' memorized text; 8) reads independently. Says Edmiaston, "As natural language learners, preschool children actively strive to make sense of written language. Preschoolers not only 'know about' written language but are also producers of written language" p. 34.

Ref.: Edmiaston, R., (1988) Preschool Literacy Assessment. In E. Teas-Hester (Ed.) Preschool Language Evaluation, Seminars in Speech and Language, Vol 9, No. 1, Feb., 1988.

USE OF PEAL (PROGRAMS FOR Early Acquisition of Language) software with 52 severely handicapped children for 10 weeks resulted in a communications skill gain documented by a criterion-referenced measure of the vocabulary taught and noticed by both parents and teachers.

Ref: Schery, T. & O'Connor, L. (1989). Final Project Report (Grant Number G008730283) Using Microprocessors to Develop Communication Skills in Young Severely Handicapped Children.

Ed Note: For information concerning the software, contact PEAL Software at 818-883-7849.

MATERIALS
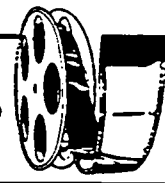
DO YOU NEED REALISTIC DURABLE plastic foods (five fruits and ten vegetables)? The S26.95 set, from the Crestwood Company, includes 15 corresponding picture cards 2 1/2"x3 1/4. To request a catalog, contact: Crestwood Company Communication Aids for Children & Adults, 6625 N. Sidney Place, Milwaukee, WI 53209-3259. Phone: 414/352-5678; Fax: 414/352-5679.

PUT ON YOUR THINKING CAP IN Following Directions and Understanding Sentences is an 80-page reproducible unit.

by Jean G. DeGaetano and illustrated by Kevin M. Newman, for adolescents reading at least at a 5th-6th grade level. It will stimulate and motivate resistant learners with its beautiful illustrations and varied activities. Order #G770 from Great Ideas For Teaching! 1990, for $27.95 plus 10% shipping/handling, (NJ only: sales tax). For more information contact: Great Ideas For Teaching!, P.O. Box 118-5 Forest Drive, Mendham, NJ 07945. Ph./Fax: 201/543-2733.

The SLAMS program has been developed for educators administering a basic skills program in language arts and/or math, and those desiring some insight into the nature of basic skills sequencing. Flow charts show skill relationships in each curricular area, and identify, sequence and suggest when each skill should be introduced, developed, and finally mastered. The program covers grades K-6, with additional skills to be mastered at higher grade levels. Order the SLAMS manual (SLAMSMAN) for $25 and/or the SLAMS administrator's handbook (SLAMSHB) for $4 (plus $1 handling for orders under $5 and 5% tax, Indiana only) from Phi Delta Kappa, P.O. Box 789, 8th and Union Streets, Bloomington, Indiana 47402-0789, ph.: 812/339-1156.

ABLEDATA is the largest information source in the nation on disability-related products, and a continually updated product database with more than 15,000 commercially available products from over 1,900 manufacturers. Products for use in all aspects of independent living are detailed. ABLEDATA is funded by the National Institute on Disability and Rehabilitation Research of the U.S. Department of Education. Custom searches by an Information Specialist offer up to 8 pages of information free of charge. For further information, contact: Adaptive Equipment Center, Newington Children's Hospital, 181 East Cedar St., Newington, CT 06111, 800/344-5405 voice or TDD.

Ref.:The Catalyst, Vol. 7 #8, Western Center for Microcomputers in Special Education, Inc., 1259 El Camino Real, Suite 275, Menlo Park, CA 94025, ph.: 415/326-6997.

IDIOM'S DELIGHT PRESENTS 75 common idiomatic expressions in 6 lessons, with reproducible supplementary activities appropriate for all ages; 3rd/4th grade reading level required. Students might read the idioms aloud to decide the appropriate tone (anger, whisper, etc.) of its use in spoken language. A matching activity reinforces ings; then students fill in blanks by ing an idiom that makes sense in the

sentence. A teacher's Answer Key is provided and teachers can find idiom lessons lend themselves to good humor in the classroom. The price is $10 plus $2.50 handling. CA residents add tax. Order from Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94949-6191. Ph.: 800/422-7249, CA ph.: 415/883-3314.

THE NATIONAL CLEARING HOUSE of Rehabilitation Training Materials NCHRTM Memo, January 1990, Memorandum No. 86 lists what materials for rehabilitation and training are available from others and from NCHRTM. To receive a copy, request from NCHRTM, Oklahoma State University, 815 West 6th Street, Stillwater, OK 74078.

TEACHING IDEAS

THESE IDEAS CAN HELP CHILDREN develop oral language:
1) In listening comprehension for oral directions — Give verbal directions and demonstrate two or more actions for students to perform, for example: Clap your hands and stomp your feet;
2) In recall of oral material — Read a paragraph which contains specific details such as names, objects, time or places. Ask students questions which require them to recall these details;
3) In stating relationships — Read and discuss both The Three Bears and Three Billy Goats Gruff. Have students tell the ways in which the stories are alike and different
4) In evaluating — Read a list of superstitions, for example: "Friday the 13th is unlucky," "Don't walk under a ladder," and then ask of each: Is this statement true? What does it mean to you? How do you think it got started?;
5) In functional communication - Choose two students to be 'friends, 'strangers,' 'acquaintances.' Have students role play bumping into their friend in the grocery store or meeting in an elevator. Let them talk for one or two minutes. Then talk about differences with friends, strangers, and so on; and
6) In developing a vocabulary of homonyms — Make riddles for words which are spelled the same but have different meanings. Challenge students to answer the riddle. For example: "I am thinking of a five letter word which

would take me on a long trip and follow a bride down the aisle." (train)

Ref.: ORAL LANGUAGE ALL DAY, A Resource Guide for Effective Communication, developed by the Oral Language Skills Committee and the Oral Language Taskforce of the National Migrant Education Program, developed under a U.S. Office of Education, DHEW Grant, November, 1980.

BLOOMING SERIES FROM LinguiSystems is based on Bloom's Taxonomy, and aimed at preschool and early elementary math, language arts, science, and arts and crafts curricula. The series contains nine 80-page, reproducible workbooks, covering, for example: 'blooming' recipes, holidays, experiments, nature, and so on. Individual titles are $13.95 each. The set is $113.00, a savings of $10. LinguiSystems' In Bloom series includes all the cross curricula whole language needed for learning disabled students of approximately 6 to 10 years, for $149. For more information, call toll-free 800/PRO-IDEA.

CREATE-A-STORY PICTURE BOOKS can help students develop oral expression and sequencing skills. A story starter is first read to the child, who then tells the rest of the story using the five pictures as a guide. A book includes space for recording the child's story. The complete package of five copies of each of four picture books is $18.95 plus 10% shipping/handling, sales tax CA only. Order from Academic Communication Associates, Ph.: 619/758-9593.

EXCHANGE

Dear Lyn,
I'd be interested in hearing from speech therapists as well as patients and family members who have had experience using language therapy computer programs for both Apple and IBM computers. All components and suggestions welcome.
Thank you

Carolyn Cohen Halbert
P.O. Box 576
Callicoon, NY 12723

Dear Carolyn,
I hope you get lots of responses. In the meantime, check out the article in this issue.

Best wishes,
Lyn

A SUMMARY OF LEARNER SKILLS
AND CLASSROOM EXPECTATIONS

Learner Language Skills:	Suggested Matching Classroom Expectation:
Low. All areas of language are below average (vocabulary, sentence structure, comprehension, etc.). Reading scores reflect skills well below age or grade level. Although apparently verbal with classmates in social situations, students are silent during discussion and answer questions with brief unelaborated responses.	**School Has Primary Responsibility for Language Development.** Numerous language-development opportunities are provided within the context of the classroom: construction activities, field trips, cooperative learning assignments, interaction with more sophisticated language users, center-based projects, etc. Teachers plan to interact individually with each student each day. Students learn content objectives by doing first, then discussing. Abstract concepts are taught in the context of meaningful activities.
Average. Oral language skills appear adequate, but written assignments are sketchy and sometimes incomplete. Reading scores are at or slightly below age or grade level.	**School and Home Share the Responsibility for Language Development.** The school provides many language-enrichment opportunities: group projects, exposure to good literature, discussions related to student experiences, etc. Use of worksheets and workbooks is limited so that students have increased opportunities to write about their own perceptions and to talk with others.
Above Average. Students are highly verbal and comfortable with a wide variety of linguistic demands (expository writing, explanations, evaluation, planning projects, etc.) Responses and comments are detailed and well-organized. Reading ability is above age or grade level.	**Home has Primary Responsibility for Lanaguage Development.** The child's home environment has allowed the student to develop the language skills necessary for school success. The school may use interactions that are language-dependent (require that the student already has language skills) rather than language-facilitating (helping the student to acquire additional skills). Among these are: high use of worksheets and workbooks, large group instructional methods, and teacher-selected projects.

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## EARLY ADOLESCENTS STRUGGLE WITH INCREASED LANGUAGE DEMANDS

by Charlann S. Simon

The transition from elementary school to middle school presents emotional and academic challenges to early adolescents. They are having an internal battle with hormones, arms and legs are swinging in all directions, if they can't afford the "in" designer clothes they might not be accepted by their friends... and that's just for starters. We will just pass by the acne issue quickly!!

In the school setting, the "mother hen" is gone, and now the "adulthood" students longed for over the summer looks more like "stressville." Suddenly they are expected to:
- adjust to six different teachers
- remember six different sets of classroom rules
- juggle six different homework assignments
- plan and select books and materials needed for three classes in a row because the 4 minutes between classes does not allow time to get back to their lockers.

Teachers expect "the basics," like reading directions for assignments, to be "on automatic." Funny thing, though; many kids aren't "on automatic" at all. In addition, the ones who have been struggling since about fourth grade now assume they are dumb, because they don't have the slightest idea what is going on most of the time. If they're having difficulties, why aren't they in special education? One guess is that they probably weren't quite eligible. They were in that twilight zone between regular
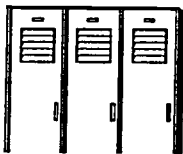
and special education. If they were in one of those school districts still clinging to old-fashioned "pull-out" special education service, they didn't even have "incidental help" from "visiting special education teachers."

Group Screen Offers One Early Identification Method

How can teachers and special educators work together to systematically identify the kids who do not have basic learning and communication skills that would permit them to be "on automatic," thus allowing their heavy duty attention to be directed to curriculum content? The solution came from a principal who asked me, "Can't you speech-language pathologists combine your knowledge of language and learning with classroom testing procedures?" What a novel idea, especially for those of us trained to test one-to-one in a little cubicle removed from the setting in which the communication problems were occurring.

It was through recognizing a need to describe the gaps in basics that the Classroom Communication Screening Procedure for Early Adolescents (CCSPEA)[1] was developed in 1986. A principal wanted to know, in September, which of his students lacked the necessary skills for academic success at the junior high level. The first step was to compile the following list of "Essentials for Academic Survival":
- Scan for information
- Listen to or read multi-part directions
- Engage in simple inference tasks
- Compose and edit written work
- Interpret story math problems
- Figure out the noun to which subsequent pronouns refer
- Engage in task persistence
- Match vocabulary words with short definitions.

The principal, teachers, and speech/language pathologist reasoned that if kids

couldn't do these types of tasks, there was no way they would be able to "construct meaning"[2] from a social studies text, or follow directions for a science experiment. The CCSPEA allowed teachers to test these and similar skills in a group setting (because isn't that, after all, where students have to demonstrate these skills?). Group administration, of course, had another benefit: entire classes could be screened during a 45-minute paper and pencil test.

Through use of the CCSPEA over a three-year period, we found that we could easily predict which students needed to be carefully monitored: any student scoring below 70% accuracy as an incoming seventh grader was at-risk for failing at least one class by January. In addition, administration of the screen by the speech/language pathologist gave the classroom teacher the opportunity to observe test-taking behavior and to make observational notes on a checklist. Not only did we obtain language and "meta skill" data on these students, we also knew which ones:
- ✓ did not engage in sustained attention
- ✓ didn't read along when requested to do so
- ✓ always asked for more time to complete a task
- ✓ tried to engage in "lateral gaze behavior."

Of course we also had notes on productive student behavior, such as obvious "moving of lips" to carefully reread tricky directions.

Actually, there was only one complaint about the test — the name. One teacher suggested that the acronym (pronounced see-pee-uh) sounded like an animal shelter! Well, that did it! The screen received a new name. The **Test of School Language Proficiency (TSLP)** seemed like a good alternative title. It reflected Cummins' description of the difference in proficiency between the limited English proficient (LEP) students who had "Basic Interpersonal Communication Skills" (BICS), but who lacked "Cognitive Academic Language Proficiency" (CALP).[3] The content

NOTES
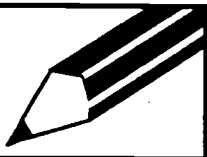
Here we are with the penultimate (not a word I get to use a great deal!) issue of the **Bulletin.** Next month, the final issue will concentrate on information sources (and might provide a clue or two concerning the future of Syndactics publications). Many thanks, this issue, to two individuals who provided support and material: First, to Charlann Simon who took the time from her busy schedule to give some background on the development of her screen. I think sometimes research and other information become more meaningful when presented in a problem-solving context. Also, many thanks to Carolyn Halbert for the excellent article mentioned under Exchange. Quality interchanges with readers have always been my favorite part of the editor role.

Hope your April is warm, dry, and sunny!!

Lyn Weiner

TEACHING IDEAS
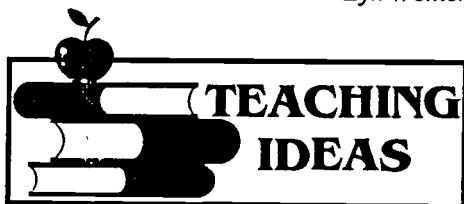
"THE SINGLE MOST IMPORTANT factor affecting language development among young children is the extent to which adults make comments that *relate to and extend topics* that children have initiated."

Four patterns that reduce this extent are:

    (a) mechanical replies to children's comments *(Isn't that nice?)*

    (b) responses that consist of a series of questions, thereby taking away the conversational initiative from the child *(Child shows a bracelet she made, starts to tell about struggles making it and teacher initiates talk about colors and shapes)*

    (c) heavy use of questions by the teacher or parent that presuppose a correct answer or that have only one or two possible answers, and

    (d) excessive concern for control and management issues.

To relate to and extend topics:
- Stay in one place doing an attractive activity and encourage children's attempts at initiating conversations.

- Challenge children intellectually by providing a variety of new information about the large range of topics in which children display an interest. Beware of underestimating cognitive capacities in less verbal children.

- Match the level of explanations to the level of the child's understanding. Observe the child's face for evidence of comprehension.

- Have at least one staff member engage children in personal, extended discussions during meal times (snack, lunches).

- Connect with children soon after they arrive and discuss topics that are related to home.

Source: Dickinson, D. K. (1990). *Implications for Organizing an Appropriate Language Program.* In Tittnich, E.; Bloom, L; Schomburg, R.; Szekeres, S. **Facilitating Children's Language: Handbook for Child-Related Professionals.** New York: Haworth Press.

OLD CATALOGS AND MAGAZINES can be used for students to make an "anything" book — anything they want to make. The one-to-one conversations so important to language development can take place between the teacher, instructional assistant, and/or volunteers as students plan and construct their books. This is also a good project for days when weather does not permit outside play.

FOR OLDER STUDENTS, MAKE UP language puzzle cards: putting two simple sentences together to make a complex sentence, completing an analogy, providing a synonym, rephrasing a sentence, etc. As students enter the room, each selects a card which must be completed before leaving. Students may request help from other students or from the instructor.

POSTAGE STAMPS (NEW OR USED) can be used productively in developing language skills. Stamps from other countries seem especially intriguing to students of every age. Available inexpensively at stamp stores, a packet of stamps may be sorted by color, shape, size, country, subject (flowers, people, animals, space, machines), value, etc.   91
To concentrate on descriptive abilities, try this game: Each student takes three stamps, but provides a description (oral or written) of only one. The other students must then guess which stamp is being de-

scribed. Depending on the abilities of the children, you may wish to remove the words or numbers as "clues" by cutting them off or blocking them out. Gluing the stamps to small cards and laminating them prior to use is advisable.

EXCHANGE

IN COOPERATIVE LEARNING, CHILdren brainstorm as a group to make decisions — a wonderful medium in which to work with language disordered adolescents. As these students get older, greater academic/vocational expectations (along with their underlying mental operations) necessitate an approach that goes beyond the traditional paradigms of school speech therapy. Additionally, these are the students who have been on caseload for years and moan, "not that speech game again!"

As a result, we have *"Fantastic Friday"* each week. Students earning enough points participate. They must: (1) review and select a recipe, (2) sequence the order of events, (3) write the steps in order, (4) determine the budget, and (5) locate needed items in the papers. We cook the project in a nearby microwave oven, then share with students plus invited friends. Everyone seems to benefit. My students learn a variety of skills (outlining, note-taking, organization, use of reference materials, supportive idea identification, decoding abbreviations, social language skills, etc.), and I get to hear, "What time can I come to speech today?"

Carolyn Halbert
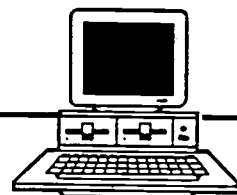
INFORMATION

CLASSROOM TEACHERS NEED TO know that small modifications in their behavior, or in the environment, can help students with speech problems deal with classroom tasks. Below is a list of speech difficulties and ways teachers can help to reduce their impact in the classroom:

● **Misarticulations:**

1. If, after repeated attempts to tell you, a child indicates he can show you, follow along naturally.

2. Define the context. *(Is it something you want? Did someone do something?)*

3. When you understand, repeat or re-phrase the message producing the misarticulated words precisely but naturally.

4. Avoid drawing attention to sound production or asking a child to repeat correctly.

5. Refer if a child's misarticulations are persistent and interfere with communication.

● **Disfluency:**

1. Be a relaxed listener; avoid such phrases as 'slow down,' 'take your time.'

2. Model fluent speech. Use pictures or open-ended questions to take most of the burden off the child.

3. Refer for persistent disfluency.

● **Voice problems:**

Refer to a physician for prolonged hoarseness (especially when the child has not had a cold). Report also prolonged nasality, breathy quality, habitual low loudness level, or harshness.

Ref: Szekeres, S. (1990). *Modifications and Probes.* In Tittnich, E.; Bloom, L; Schomburg, R.; Szekeres, S. (1990) **Facilitating Children's Language: Handbook for Child-Related Professionals.** New York: Haworth Press.

THE **EARLY LANGUAGE LETTER** may help fill your current information needs: this newsletter covers language resources for early childhood/special needs. There are features on research, materials, activities, teaching techniques, and general information plus two pages to be reproduced and sent home to parents. For a FREE copy, send a self-addressed envelope to Linda M. Levine, Editor, **Early Language Letter,** P.O. Box 36242, Tucson, AZ 85740-6242.

RESEARCH

THE LANGUAGE SKILLS OF 93 reading disabled students aged 8 to 14 were compared with normally achieving
: using these measures:
retrieval
phonological awareness

sentence completion
narrative discourse processing.

The two groups differed significantly on time and accuracy of word retrieval, sentence completion skills, and comprehension of stories read to them.

Ref: Snyder, L. & Downey, D. (1991) *The Language-Reading Relationship in Normal and Reading-Disabled Children,* **Journal of Speech and Hearing Research,** February 1991, 129-140.

A NEW DOCUMENT DEFINES THE following purposes of collaborative service delivery:

1. To allow professionals with diverse expertise to generate solutions to mutually defined problems.

2. To facilitate the development of functional social communication skills within the classroom.

3. To enhance the academic and language abilities of all students.

4. To facilitate generalization of targeted language skills.

5. To maximally utilize the professional strengths of individuals.

6. To offer communicative functioning in an ecologically valid context.

Editor's note: The document containing this and several other relevant position statements, guidelines, and reports is available for $5.00 from: ASHLA National Office, Publication Sales, 10801 Rockville Pike, Rockville MD 20852. Request ASHA Supplement #5.

Ref: American Speech-Language-Hearing Association. (1991). **A Model for Collaborative Service Delivery for Students with Language-Learning Disorders in the Public Schools.** ASHA, 33 (Suppl. 5), 44-50.

EMPHASIZING SPECIFIC LANGUAGE skills may have a positive effect on improving academic achievement scores, according to a recently-completed dissertation. At a predominantly Hispanic elementary school, 79 English-speaking students in grades 2-6 were given the Clinical Evaluation of Language Fundamentals - Revised (CELF-R). The resulting scores were compared with:

✓ national norms for the CELF-R and

✓ student performance on selected subtests of the Iowa Test of Basic Skills (ITBS) [vocabulary, reading, language usage and expression, and math problem solving].

Differences between published national norms for the CELF-R and norms for the

students tested was determined to be significant at the .05 level, which indicates that students school-wide were functioning below national performance levels in language. When compared with performance on the ITBS, a strong relationship was seen between the CELF-R scores and scores for all four of the ITBS subtests studied.

Components of the CELF-R demonstrating the strongest relationship to performance on the ITBS subtests were (in order) Formulated Sentences, Recalling Sentences, Expressive Language, and the Total Language Score.

Recommendations based on these findings include:

● Use of local norms to determine eligibility for special education.

● Conducting follow-up language screening for students scoring low in these four subtests of the ITBS.

Ref: Welsh, Terry. (1990). *Language Fundamentals and Achievement in English-Proficient Rural Hispanic Elementary School Students.* Dissertation, Northern Arizona University.

MATERIALS
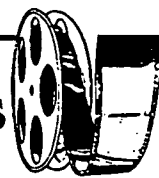
CROSSCULTURAL TEACHER TALES, a publication of stories told by Alaska's teachers and edited by Judith Kleinfeld, is back in print as of February, 1990. It can be a valuable resource in social studies, with its tales of cross-cultural encounters in Alaska's rural Eskimo and Indian communities, in crossing boundaries separating age, class and institutional cultures. For order information, contact the Center for Cross-Cultural Studies, College of Rural Alaska, University of Alaska Fairbanks 99775-0600.

Ref.: **Alaska Education News,** Vol 14, No. 6.

CUT 'N COLOR LANGUAGE DEVELopment Activity Book offers quick access to a range of language materials for students 2 ½ to 9 years of age. Capitalizing on high-interest activities of coloring and cutting out pictures, the materials allow simultaneous presentation of several age-appropriate language objectives. Available for $16.95 plus $1.70 shipping and handling. Request from ECL Publications, 708 W. Solano Drive, Phoenix, AZ 85013.

of "the animal shelter" screening procedure was equally sensitive to the absence of CALPs in LEP students and the gaps in basic skills evident in the at-risk "fragile learner."

Screen Use Shows Several Benefits

We now have data on the performance of 800 fifth and sixth graders. The mean score is 70% accuracy for grade 5 students; for grade 6 students, mean score is 79% accuracy. Since the cut-off for seventh graders who would experience academic difficulty (70%) and the mean performance for fifth grade is the same figure, it becomes increasingly obvious why the seventh graders would experience difficulty: their language skills were two grade levels below those of their more successful classmates.

The resulting scores, along with reading scores, were used to refer students to a Basic Block Program (BBP) in which language development and curricular objectives received equal attention.[4]

Something else interesting happened. When SLPs went into classrooms to administer this screening procedure, teachers received a mini-inservice on the array of skills that the consulting SLP could offer. They found that SLPs were not just interested in mouths and ears. Instead, they learned that we were looking at the same functional language and learning behaviors that were of interest to

them. This was a positive experience for SLPs who had been a bit timid about stepping out of the broom closet and into a classroom. The screening procedures provided them with "a script" to help them initiate interactions with an entire classroom. It turned out to be an enjoyable experience. (Only one got bitten by a punker... only kidding!)

Well, that's the story of a screening procedure for students in grades 5-8. The TSLP, according to the graduate student in statistics who analyzed the data, "does what it is supposed to do" — it identifies students who are at-risk before they fail. Recently, there was a call for "systematic studies... to devise a diagnostic assessment battery that will identify potential dropouts in elementary grades before they choose to leave school."[5] This author went on to say that "an assessment battery that could identify cut-off scores and predict the possibility of dropping out with at least 80% accuracy would give education a valuable tool."[6] This allows educators to work collaboratively in classroom to build up weak communication and learning skills before they become a liability to the student. For those of us who are consulting SLPs — or would like to be — it certainly is a chance to show how we can play the mainstream game!

A synthesis of recent literature* and research on at-risk students reveals that they have one or more of the following characteristics:

(a) are from a home with income below the poverty level,
(b) are chemically dependent,
(c) have a criminal record,
(d) are frequently in detention or under suspension,
(e) have a poor attendance record,
(f) demonstrate a dislike for school,

(g) show poor academic performance relative to the student body,
(h) receive poor grades,
(i) have undiagnosed learning disabilities or emotional problems,
(j) are older than their peers,
(k) become pregnant
(l) have language difficulties

Compiled by Teresa S. Lyons, Ph.D.

Brodinsky, B. (1989). **Students at risk: Problems and solutions.** Arlington, VA: American Assoc. of School Administrators Critical Issues Report.

Davis, W. E., & McCaul, E. J. (1990). **At-risk children and youth: A crisis in our schools and society.** Orono, ME: University of Maine.

Fine, M. (1987). *Why adolescents drop out into and out of public high school.* In G. Natriello (Ed.), **School dropouts: Patterns and policies** (2nd ed.) (pp. 89-105). New York: Teachers College Press.

Hahn, A., Danzberger, J., & Lefkowitz, B. (1987). **Dropouts in America: Enough is known for action: A report for policymakers**

and grantsmakers. Washington, DC: Institute for Educational Leadership.

Mann, D. (1987). *Can we help dropouts?: Thinking about the undoable.* In G. Natriello (Ed.), **School dropouts: Patterns and policies** (2nd ed.) (pp. 3-19). New York: Teachers College Press.

Ralph, J. (1989, January). *Improving education for the disadvantaged: Do we know whom to help?* Phi Delta Kappan. pp. 395-401.

Wehlage, G. G., & Rutter, R. A. (1986). *Dropping out: How much do schools contribute to the problem?* Teachers College Record, Vol. 87, 3.

REFERENCES

1. Simon, C. (1987) Classroom Communication Screening Procedure for Early Adolescents. Tempe, AZ: Communicog Publications. For more information about this publication, contact Communicog Publications, P.O. Box 27771, Tempe, AZ 85285. (602) 839-5507.

2. This phrase reflects the current educator definition of learning as a private construction of meaning. For example: "Learning is first and foremost a process — a continuous making and remaking of meanings in the lifelong enterprise of constructing a progressively more and more ... ntal model of the world in which one ... quote is from G. Wells (1986) The

Meaning Makers: Children Learning Language and Using Language to Learn. 124-125. Portsmouth, NH: Heinemann. For more information on this publication, contact Heinemann Educational Books, 70 Court Street, Portsmouth, NH 03801.

3. Cummins is frequently cited in literature on bilingualism. One source of information on the difference between BICS and CALP is in: J. Cummins (1984) Wanted: A Theoretical Framework for Relating Language Proficiency to Academic Achievement Among Bilingual Students, in C. Rivera (Ed.) Language Proficiency and Academic Achievement. Avon, England: Multilingual Matters. For information about this

book, contact the American distributor: Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007. (215) 785-5800.

4. This program is described in: Despain, D. & Simon, C. (1987) Alternative to Failure: A Junior High School Language Development-Based Curriculum, Journal of Childhood Communication Disorders. 139-179. For information about this volume, contact: Susan Herre, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

5. Wyche, L. (1989) The 10th Annual Report to Congress: Taking a Significant Step in the Right Direction, Exceptional Child. 14-16. Vol 56, No 1.

6. 10th Annual Report, p. 14-16.

CS

Syndactics!

BULLETIN /May 1991

ERIC CLEARINGHOUSES HOLD INFORMATION TREASURES

If you want to know what language development activities work with preschoolers, where to get objectives for mainstreaming hearing-impaired third graders, what programs for autistic students produce results, or any of hundreds of other specific information-based answers, your first and richest source is ERIC (Education Resource Information Center). Funded by the Office of Educational Research and Improvement, ERIC is a nationwide information system that makes information on all aspects of education readily available. Sample topics include:

    child development
    classroom techniques
    reading
    science
    social studies
    mathematics
    career education
    teacher education
    counseling
    adult education
    rural and urban education
    educational administration
    special education
    testing
    higher education

ERIC has sixteen different clearinghouses across the country, each focusing on one aspect of education (for example, Handicapped and Gifted Children, Reading and Communication Skills, Language and Linguistics, Elementary and Early Childhood). Each clearinghouse collects, abstracts, and indexes the vast quantity of material on that topic that is available in reports, speeches, federal projects, and journal articles. The output from each clearinghouse is collected by a central facility and published monthly.

Although the sheer volume of information can sometimes be overwhelming, practice of some uncomplicated procedures for accessing information can help demystify the process while leading to exciting information discoveries.

Request a Computer Search of the ERIC Database

One of the easiest ways to use ERIC is by ordering a computer search of the ERIC database. Although some state agencies provide this service without charge, generally a fee is charged. There are computer search services available in many libraries, state departments of education, and at some ERIC clearinghouses. Any clearinghouse can provide you with information on search services in your state. See the list of clearinghouses and related agencies on page 4.

To initiate a search, you describe your topic to a searcher or fill out a request form. Your resulting printout will contain titles, access numbers, and brief descriptions of documents on your topic. If you wish to see the whole document, you can:

✓ use the access number to locate the document at a nearby library's microfiche collection, or

✓ purchase the document from the ERIC Document Reproduction Service (EDRS). Telephone orders (with credit card) and mail orders are accepted.

You can also request a search that contains journal articles relevant to your topic. Although the journal articles are not available through EDRS, about 75% of them can be ordered through the University Microfilm Clearinghouse (see page 4 for address and telephone information).

Conduct a Print Search of ERIC Documents and Journals

For a more "hands-on" approach, use ERIC's monthly abstract journals. Abstracts of reports, materials, films, questionnaires, directories, etc. are published in Resources in Education (RIE). Journal article abstracts (from over 900 journals) are published in the Current Index to Journals in Education (CIJE). Most public and university libraries subscribe to these volumes. Abstracts in each volume of the RIE are indexed by topics (such as language development or autism), author, and document type (for example, curriculum guide, test, or report). Once a document or journal article of interest is located, the procedures for obtaining it are the same as those described above.

Contact a Clearinghouse Directly

In addition to abstracting documents, ERIC clearinghouses offer a variety of other kinds of information directly to the public. Among these are:

● ERIC Digests — short (one or two pages) reports on topics of prime current interest in education. These are generally available without charge.

● Newsletters and/or journals. The newsletters are generally free.

● Resource lists or published searches — lists of documents available on one topic. These are prepared to enhance your use of ERIC and to familiarize you with the variety of topics available.

The individual clearinghouses can also advise you of special projects or services which may be of interest. For example, the ERIC Clearinghouse on Handicapped and Gifted Children is sponsoring the ERIC/OSEP Special Project: Supporting Communication and Dissemination in Special Education Research. Activities include tracking current research, planning and coordinating research conferences, and developing a variety of publications that synthesize or summarize recent research on critical issues and topics.

Another clearinghouse not part of ERIC but operating in a similar manner is the

NOTES
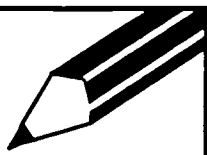
I think the month of May gives us all a sense of completion as the school year winds into summer vacation. Certainly that's the feeling here at Syndactics as this, the final issue of the **Bulletin**, is being wrapped up. My future plans include new publications based on the K-TALK™ model, continued consulting, and a workshop on collaborative consulting (see the article under **Information**). In the meantime, keep in touch. I'll be sure to let you know of any future Syndactics endeavors.

This is a good time for public acknowledgement of some super people. Thanks to:

Jeff Knox, computer consultant, who has continued to answer computer-related questions sent by **Bulletin** readers.

Diane Bryen and Amy Golden, editors of **Information Edge: Language and Language Disorders,** for being terrific to work with as well as responsible for such a high quality publication.

Judy Creighton, early childhood consultant and **Bulletin** co-editor for writing the inside pages, for wading through literally pounds of information each month, and for being an unfailing source of support.

Rivka Dushoff-Goldberg of Resource One Publishing for consistent creative and attractive composition of the **Bulletin** issues.

Also many thanks to you, the readers, who saw the value in a publication like this. I hope that our paths will cross again. This issue is dedicated to you and your quest for information. As much as possible, it has been designed as a "roadmap" to key information destinations regularly accessed for **Bulletin** issues. I hope you won't give up the journey — even if you have to travel alone for a while. For as surely as "knowledge is power," information is freedom, and provides the option of making human decisions in an increasingly technological world. Good luck and farewell.

Lyn Weiner

TEACHING IDEAS
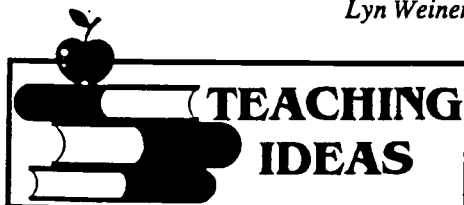
ONE OF THE FIRST AND MOST PROmising places to look is the ERIC database. This largest educational database in the world has more than 220,000 unpublished or "fugitive" materials — many of them curriculum guides or books of activities developed on grant funding for specific educational groups. The drawback is that the quality varies greatly, most are not "pretty", and some have suggestions that are at least 15 to 20 years out of date.

A HIGHLY USEFUL JOURNAL IS Child Language Teaching and Therapy, available in the United States and Canada from Cambridge University Press, 32 East 57 Street, New York, NY 10022. Tel: 914-937-9600.

BOOKS WITH LOTS OF IDEAS ARE:
From ECL Publications, 708 West Solano Drive, Phoenix, AZ, 85013. Tel: 602-246-4163 —
- ✓ **Preschool Language Intervention**
- ✓ **Guide to Language and Learning Disabilities**
- ✓ **Practical Strategies**
- ✓ **How to Use Reproducible Illustrations in Language Remediation**

From Aspen Publication, 1600 Research Boulevard, Rockville, MD 20850. Tel: 301-251-5000 —
- ✓ **Effective Intervention for the Language Impaired Child**

From Haworth Press, 10 Alice Street, Binghamton, NY, 13904. Tel: 800-342-9678 —
- ✓ **Facilitating Children's Language**

RESEARCH

THE CURRENT INDEX TO JOURnals in Education (CIJE), a monthly ERIC publication available in most major libraries, lists about 1800 new journal articles in each issue. The listings, which often include a brief description of the article, are indexed under headings such as "language development," so it's very easy to locate and scan all the new articles relating to a particular topic. This is also a great way to learn about previously unknown journals — such as **Theory into Practice** — that have dynamite articles.

EXCHANGE

Dear Lyn,

*I have been meaning to write to you ever since I received the December issue of the **Bulletin**. Even though I have not* always agreed with the information that you have published in the **Bulletin**, I have found it to be the most helpful publication that I receive presently. The next most helpful publication would be Language, Speech, and Hearing Services in the Schools.

*What can I do to prevent the **Bulletin** from ceasing to exist? Couldn't it become a publication of the American Speech-Language-Hearing Association? Couldn't they subsidize it so you could afford to keep on publishing? If you are a member of ASHA you are well aware that many ASHA members are very upset with the high cost of dues and the apparent lack of visible product for our money. Frankly, I don't even know who to talk with to initiate such a discussion. I have always learned something from each issue. Let's work on this so this practical resource will not cease to exist for me and for many other SLPs.*

Susan M. Jude

Dear Susan,

I think your idea of an ASHA-sponsored Bulletin-type publication is excellent. Actually, they don't have to subsidize me. Their staff has access to the same information sources that I use (and probably more), and leaders in public school methodologies could be invited to write the front page articles (as Charlann Simon did last month.) The resulting 4-page document, maybe titled **The SLP Bulletin,** could be inserted in a journal, or simply printed as the last four pages. If you wish to promote this idea, the person to talk to would be your ASHA representative. Thanks for a nifty thought — and a shot in the arm!!

Lyn Weiner

Dear Lyn Weiner,

In the February (1989) issue, you discussed young children's speech impairments being identified by outside agencies as "apraxia" or "dysarthria." I receive referrals from a local hospital speech clinic which frequently diagnoses young children as having "oral sequential dyspraxia." ... In school we consider these problems to be "developmental," meaning that maturation will correct the deviation. ... I have been explaining to parents that some children's neurological development is slower or more uneven than others. ... (and) trying to become skillful at differentiating between a temporary "developmental" problem and an emerging language/learning disability. ... Does it sound reasonable to describe these "dyspraxias" as somewhat slow, uneven, but otherwise normal development?

Cadine Nicholson

Dear Cadine,

Certainly! And with preschool services becoming more prevalent, it's a timely reminder that some children do, in fact, "outgrow" their articulation difficulties without intervention procedures. In a massive NINCDS-funded study of speech and hearing characteristics of children, 12,464 children were tested at age 3 and again at age 8. The resulting intelligibility ratings are compared below:

	age 3	age 8
No difficulty	46%	95%
Some difficulty	34%	4%
Considerable difficulty	16%	1%
Unintelligible	2%	0
No speech	1%	0

Sorry for the two-year delay in responding. Your letter was neatly filed in a folder I just discovered!

Lyn Weiner

To whom it may concern:

I am writing to tell you that for years I have used the assessment and training materials by MacDonald and Gillette in various formats. . . The materials provide an innovative approach to language learning and developing conversational skills. His approach is very pragmatic — I would much rather be on a desert island with a child who could engage in turn-taking relationships than with a child who knew color, shape and size (one of Jim's favorite sayings). Thanks.

Mona Swartz

MATERIALS
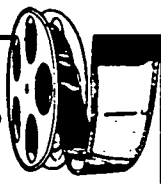
THE TOP CHOICE FOR "BEST source" under materials is the Information Center for Special Education Media and Materials, a computerized database of over 2000 materials (and more are being added daily). Accessed by a toll-free number (800-772-7372), the personnel are consistently pleasant, curious, and helpful. This service is supported by U.S. Office of Education funds, so "vote" for its usefulness by using it often. Also, if you have a material you wish added to the database, send the catalog or description to: Information Center for Special Education Media and Materials, 4820 Indianola Avenue, Columbus, OH 43214.

IF YOU WORK WITH *PHYSICALLY disabled* students, your main source is the NCHRTM Memo, a publication of the National Clearing House of Rehabilitation Training Materials. This free catalog lists

materials available directly from NCHRTM.

ANOTHER SOURCE FOR MATERIALS is the list of advertisers printed annually in ASHA Magazine. For more information, contact the ASHA national office at 301-897-5700.

INFORMATION

First, some late-breaking news items:

A NEW SET OF VIDEOTAPES HAS been released covering referral procedures, staffing, language disorders, hearing impairment, and speech disorders. The set of six tapes, entitled **Understanding Communication Disorders: Using Videotapes as an Instructional Tool with Elementary Education Majors**, was brought to our attention by Nancy McKinley, of the University of Wisconsin-Eau Claire Communications Disorders Department. They are available for $500 for the set of six or $90 each. Orders or requests for additional information should be sent to: Mr. Richard Dirks, Media Development Center, University of Wisconsin-Eau Claire, Eau Claire, WI 54701.

THE NEW **NATIONAL CENTER FOR Research on Cultural Diversity and Second Language Learning,** which opened January 1, 1991, is designed to promote the intellectual development, literacy, and thoughtful citizenship of language minority students. For more information and/or to join the mailing list, contact: NCRCDSLL, 399 Kerr Hall, University of California, Santa Cruz, CA 95064. Tel: 408-459-3501.

A NEW SYNDACTICS WORKSHOP, Closing the Learner/Language Gap: A Model for Collaborative Consulting, offers an entertaining, humorous and highly informative look at the role of language in education — and the role of language consultants in the education process. Available for $800 plus travel expenses for the one-day inservice. For more information, contact Lyn Weiner, Syndactics, P.O. Box 10004, Phoenix, AZ 85064. Tel: 602-277-7348.

TWO PEN PAL PROGRAMS FOR learning disabled students — and one for parents of LD students — are available. For more information, contact:

✓ SWAP (originally named MALDE; its elimination was incorrectly reported in a previous **Bulletin**), Joe Bice, 2466 Anders, Waterford, MI 48329.

✓ National Learning Disabilities Network, 82 S. Townline Road, Sandusky, MI 48471. Tel: 313-648-2125.

THE BEST SOURCE OF *OVERALL information* is the ERIC system (see front page article). Not only is it comprehensive, it also allows the serious "information sleuth" access to vast quantities of information with nothing more than a telephone and a credit card number, through contact with related agencies and services. If you have any sort of information-provision responsibilities — to yourself or to your district — learning your way through this system is a must.

Also, the **National Information Center for Children and Youth with Disabilities** has been a consistent source of high quality and helpful information since the beginning of the **Bulletin**. This group has been especially important when we have been contacted by parents in isolated areas who are searching for assistance. Their newsletter, the **NICHCY News Digest,** and many of their publications and materials are available without charge. For more information, contact: NICHCY, P.O. Box 1492, Washington, DC 20013. Tel: 800-999-5599 or 703-893-6061.

FOR CURRENT TIDBITS, THESE newsletters share the honors:

✓ **LINC Notes: Newsbriefs to the Publishing Industry** is an extremely reasonably-priced ($10 for twelve issues) multi-page listing of whatever news editor Carol Bianchini Daniels locates. Categories in the March issue included new materials, workshop information, catalogs, calls for papers, new products, information, and resources. To subscribe, contact LINC Notes, LINC Resources Inc., 4820 Indianola Avenue, Columbus, OH 43214. Tel: 614-885-5599.

✓ **The Catalyst.** This quarterly newsletter is a "must have" for any district or individual using microcomputers in special education (or wanting to do so). Available for $15 (institution) or $10 (individual) from: Western Center for Microcomputers in Special Education, Inc., 1259 El Camino Road, Suite 275, Menlo Park, CA 94025.

National Clearinghouse for Bilingual Education, funded by the U.S. Department of Education Office of Bilingual Education and Minority Affairs. This clearinghouse provides free access to the NCBE databases through your home or school microcomputer.

The names and addresses of selected ERIC clearinghouses and related organizations are provided in the following panel. To learn more about ERIC and services offered by the clearinghouses, write or call those of interest and ask for any available information.

ERIC Clearinghouses
and Other Agencies of Interest

ERIC Clearinghouses *not* described below are those for: Adult, Career, and Vocational Education; Counseling and Personnel Services; Educational Management; Higher Education; Junior Colleges; Science, Mathematics, and Environmental Education; Social Studies/Social Science Education; Teacher Education.

NOTE: The addresses and telephone numbers for clearinghouses change with some frequency. This information is current as of May, 1991. If you ever "lose" a clearinghouse, any of the other clearinghouses should be able to provide you with current information.

ERIC Clearinghouse on Elementary and
  Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: 217-333-1386

ERIC Clearinghouse on Handicapped and
  Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Telephone: 703-620-3660

ERIC Clearinghouse on Information Resources
Syracuse University School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13244-2340
Telephone: 315-443-3640

ERIC Clearinghouse on Reading and
  Communication Skills
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47405-2373
Telephone: 812-855-5847

ERIC Clearinghouse on Rural Education and
  Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
Telephone: 304-347-0400

ERIC Clearinghouse on Tests, Measurement, and
  Evaluation
American Institutes for Research
Washington Research Center
3333 K Street, NW
Washington, DC 20007
Telephone: 202-342-5060

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 W. 120th Street
New York, NY 10027-9998
Telephone: 212-678-3433

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
Telephone: 800-321-6223 (NCBE)

University Microfilm International Article Clearinghouse
300 North Zeeb Road
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Telephone: 800-521-0600

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Springfield, VA 22153-2852
Telephone: 800-443-3742
Fax Number: 703-440-1408
Local Number: 703-440-1400

Educational Resources Information Center
  (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement/ERIC
555 New Jersey Avenue, NW
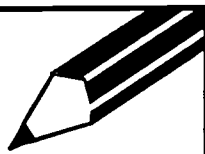Washington, DC 20208-5720
Telephone: 202-219-2289

Best of the

Syndactics!

BULLETIN   1984-1988

NOTES

The research articles have always been valuable to Bulletin readers in offering reasons why children act the way they do, and suggesting ways to deal with the difficult problems presented by the language impaired child. Frequently, we found research indicating that language difficulties might, in some cases, have their roots in other physical problems. Collected here are the most interesting articles from 1984-1988, carefully screened for relevance today.

Lyn Weiner

Best of RESEARCH

BOTH LANGUAGE-IMPAIRED STUdents and linguistically normal younger students performed differently from linguistically normal 9-year-olds on a task designed to test the ability to respond to requests for clarification. Students placed on one side of a tabletop barrier were asked to describe pictures the experimenter could not see. On specified pictures, the initial response to the child's description was "Huh?" or "What?" or "I didn't understand that." After the child responded (or after 5 seconds of silence), a second neutral request for clarification was given. This was followed by a third request, and then, finally, the comment, "Oh, I see."

Younger children and language-impaired students as a rule responded to the first request by repeating what they had said. The second and third requests were ignored or answered inappropriately (by saying "I don't know," for example).

In contrast, 9-year-old children tended to respond correctly to each request by offering more and more information. By the third request in the sequence, these older children attempted to diagnose the source of the listener's difficulty and to address the problem area.

Ref: Brinton, et al. *Responses to Requests for Clarification in Linguistically Normal and Language-Impaired Children.* Journal of Speech and Hearing Disorders, 1986, 51, 370-378. (February 1987)

OF 26 DOWN SYNDROME STUDENTS age 5-4 to 14-4 years, 42.3% had a bilateral or unilateral hearing loss (defined as a pure tone average of greater than 25 dB hearing level).

Ref: Dahle, A. J., and McCollister, F. P. *Hearing and Otologic Disorders in Children with Down Syndrome.* American Journal of Mental Deficiency, Vol. 90, No. 6, 636-642. (August 1986)

THE NUMBER OF REPORTED HEARing impaired children under age 6 increased by almost 18% between 1977 and 1984.

Ref: Schildroth, A. *Hearing Impaired Children under Age 6: 1977 and 1984.* American Annals of the Deaf, Vol. 131, No. 2, 85-89. (August 1986)

THE KINDS OF QUESTIONS OR INstructions teachers use can be categorized into four levels by the complexity of the response required. The least complex level asks students to match perceptions. Sample questions and instructions for this level are: *"What is this?"* *"Find me a ____."* *"What do you see on the ____?"* *"What did you hear?"*

The next level, selective analysis of perception, requires students to focus only on the specific features requested. Sample questions could be: *"What color (or shape) is this?"* *"What is the dog eating?"* *"Can you find something soft?"*

At the third level of abstraction — reordering perception — children are required to

internally manipulate perceptions in order to answer correctly. Examples are: *"What does your mother do before she gets into the car?"* or *"Show me the part of the egg that we don't eat."*

At the final level — reasoning about perception — students provide complete coherent answers to "thought" questions, such as *"Why don't we make umbrellas from tissue paper?"*

Ref: Blank, M., Rose, S., and Berlin, L. The Language of Learning: The Preschool Years. 1978. Grune and Stratton, New York. Available from LinguiSystems, Inc., 716 17th Street, Moline, IL 61265. (March, April, May 1986)

A CHECKLIST TO ASSIST PARENTAL identification of gifted-level intelligence was published in a major daily newspaper. Of twenty-one children subsequently brought in by their parents for testing, sixty-six percent were found to be in the gifted range. Those who fit the published characteristics but tested below the gifted range had all had ear infections during the first year of life, and 75% of these children had had chronic ear infections.

Ref: Silverman, L.K., Chitwood, D., and Waters, J. C. *Young Gifted Children: Can Parents Identify Giftedness?* Topics in Early Childhood Education, 1986, 6. (October 1986)

MAINSTREAMED PRESCHOOL HANdicapped students were observed during center time, rug time, and outdoor play. In comparison with nonhandicapped preschoolers, the handicapped children spent less time on-task in rug time than in center time.

Ref: Burstein, N. D. *The Effects of Classroom Organization on Mainstreamed Preschool Children.* Exceptional Children, 1986, 52, 425-434. (September 1986)

LEARNING DISABLED STUDENTS are less aware of what constitutes disorganized material than their normally achieving counterparts. Twenty-eight fifth-, sixth-, and seventh-grade LD students were frequently unable to indicate that a written passage consisted of disor-

ganized sentences. Moreover, all but four of the students were unable to put the sentences into proper order. Many tried to group sentences according to the word that started those sentences rather than the ideas conveyed by the sentences.

Ref: Wong, B., and Wilson, M. *Investigating Awareness of and Teaching Passage Organization in Learning Disabled Children.* Journal of Learning Disabilities, 1984, **17**, 477-482. (Nov/Dec, 1984)

"ADOLESCENTS HANDICAPPED BY learning disabilities are at relatively high risk for delinquency... Learning disabled youths comprise a substantial percentage of those who have been officially adjudicated, with most estimates falling in the 30%-50% range" (p. 24).

Ref: Keilitz, I. and Dunivant, N. *The Relationship Between Learning Disability and Juvenile Delinquency: Current State of Knowledge.* Remedial and Special Education, Vol. 7, No. 3: 18-26. (October 1986)

FIVE- AND SIX-YEAR-OLD CHILdren typically:

✓ Are better "doers" than listeners.

✓ Are better "movers" than "sitters."

✓ Learn more quickly from firsthand experience.

✓ Grasp ideas best when they make their own discoveries.

✓ Show most interest in things related to their own needs.

✓ Pursue those activities leading to success and resist those resulting in frustration.

✓ View new ideas through the "binoculars of their own experience."

Ref: O'Brien, C. *Teaching the Language Different Child to Read,* p. 46 (November 1986)

MOVES SPEAKERS MAKE IN A smoothly running conversation are primarily "substantive" in nature — contributions that develop, elaborate, and extend the conversational topics. A listener who is distracted or does not hear what is said may, however, momentarily take over the interaction by stopping the flow of information and trying to "repair" the breakdown of communication. *(Excuse me, what did you say? Where were you when the phone rang?)*

A study of conversations between hearing teachers and deaf students showed that teachers' frequent use of repair was a controlling device that inhibited the students' productive role in conversation. Suggestions to improve conversation include:

erate greater levels of uncertainty about what the student is trying

to say. After more information is added, guess at the total meaning and respond appropriately.

2. When repair is essential, use a repairing contribution *(I don't understand what you mean)* rather than a question *(Whose birthday was it?)*.

Ref: Wood, D., Wood, H., Griffiths, A., and Howarth, I. *Teaching and Talking with Deaf Children,* p. 85. John Wiley and Sons: New York. (January 1987)

STUDENTS WHO SPEAK PRIMARILY in simple sentences may try to use a simple sentence strategy when decoding other sentence forms. A student hearing, "The dog bit the cat and ran. What ran?" may respond, "The cat," because "cat" is the noun that immediately precedes "ran."

Ref: Tyack, D. *Teaching Complex Sentences.* Language, Speech, and Hearing Services in the Schools, 1981, **12**, 49-56. (September/October, 1984)

POOR PERFORMANCE IN KINDERgarten on tests of syllable awareness and verbal short-term memory may be the first indication of reading problems in first grade.

Ref: Mann, V. and Liberman, I. *Phonological Awareness and Verbal Short-Term Memory.* Journal of Learning Disabilities, 1984, **17**, 592-599. (February, 1985)

THE LEVEL OF INFANTS' PLAY IS associated with language development. Infants age 13 1/2 months were observed playing with a doll and other common toys, and their play was categorized as:

1. *Manipulation:* banging, waving, throwing, etc.

2. *Relational play:* nonfunctional combinations of two objects, such as banging a doll and a teakettle together.

3. *Functional play:* conventional object use.

The infants demonstrating the most functional play were those who possessed the highest language skills nine months later.

Ref: Ungerer, J. and Sigman, M. *The Relation of Play and Sensorimotor Behavior to Language in the Second Year.* Child Development, 1984, **55**, 1448-1455. (February, 1985)

THE RELATION BETWEEN OTITIS media (middle ear infections) and behavioral problems was the subject of a University of Arizona doctoral dissertation. The conclusion was that significantly more children who had otitis media are regarded as having behavior problems by their mothers.

Ref: Creighton, J. *Mothers' Perception of Social Behaviors of Their Children with and with-*

out Otitis Media. Dissertation, University of Arizona, May 1985. (May, 1985)

ADOLESCENTS AT A MORE ADvanced cognitive level use more sophisticated syntactic structures. Two groups of 30 tenth-graders were selected from an original pool of 490 on the basis of a test of Piagetian cognitive level. One group was at the level of *concrete operational thinking* (age 7-11); the second group was in transition to *formal operational thinking* (age 12-adult). When themes written by the two groups were analyzed, those of students at the transitional level used more clauses. The authors conclude: "Many of the tenth-grade students in the sample could profit from practice in the use of dependent clauses and modifiers to make conditional statements, modify and expand ideas, and combine many complex ideas into a single sentence" (p. 6).

Ref: Prater, D. and Mayo, N. *Cognitive Development and Syntactic Maturity.* Journal of Research and Development in Education, 1984, **17**, 1-7. (April, 1985)

THE LANGUAGE OF FIVE SIXTHgrade learning-disabled students was generally less complex than the language used by five non-learning-disabled peers. However, both groups of students were equal in the ability to use particular types of verbal language in a social situation.

Ref: Boucher, C. *Pragmatic: The Verbal Language of Learning Disabled and Nondisabled Boys.* Learning Disability Quarterly, 1984, **7**, 271-286. (May, 1985)

THE EARLIEST USE OF INFINITIVE constructions with "to" occurs to express intention. The most frequent constructions in the speech of four two- to three-year-old children studied were "want to" and "go(ing) to." The next most frequent forms were: like to, suppose to, try to, ready to, about to. Other forms appearing included the infinitive after these words: *have, need, start, be able, get, fun, safe, nice, easier, show how, know how, know what, know where, tell, ask, teach how, forget, hard, used, (too) far, long way, not nice, wait, afraid, too noisy, too early, too ugly, too big.*

Ref: Bloom, L., Tackeff, J., and Lahey, M. *Learning "to" in Complement Constructions.* Journal of Child Language, 1984, **11**, 391-406. (April, 1985)

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SECOND GRADERS IDENTIFIED AS poor readers improved in related language skills after teachers were given a 90-min-

ute workshop on teaching six activities integrated with the text: following verbal directions, understanding actions in pictures, describing objects or pictures, defining words, using correct grammatical structures, and retelling stories.

Ref: Sanger, D., Stick, S., and Lange, U. *Integrating Language Activities into Reading Instruction.* Reading Horizons, Fall 1984, 7-13. (June, 1985)

PRESCHOOL LANGUAGE-DELAYED students using both a method of signing and oral communication acquired oral language more rapidly than a similar group taught through exclusively oral methods.

Ref: Jago, J., Jago, A., and Hart, M. *An Evaluation of the Total Communication Approach in Teaching Language Skills to Developmentally Delayed Preschool Children.* Education and Training of the Mentally Retarded, October 1984, 175-182. (June, 1985)

EARLY INTERVENTION PROGRAMS for handicapped infants can save $16,978 per child in total education costs. Moreover, for every $1.00 invested in preschool programs, $3.00 is saved in later special education costs.

Ref: Opportunities for Success: Cost Effective Programs for Children. Select Committee on Children, Youth and Families, 385 House Office Building, Annex 2, Washington, DC 20515. (October, 1985)

WHEN 74 SELF-CONTAINED LEARNing disabilities specialists, 141 resource learning disabilities specialists, and 118 reading resource specialists responded to a questionnaire on diagnostic procedures, all three groups identified language deficits as characteristic of their students.

Ref: Gorman, D., Johnson, B., and Schneider, M. *Learning Disability vs. Reading Disability: A Survey of Practitioners, Diagnostic Populations and Test Instruments.* Learning Disability Quarterly, 1985, 8, 141-157. (March, 1986)

ABILITY TO SWITCH BACK AND forth between two different kinds of speaking styles marks an important stage in the development of reading skills. Oral text, used for face-to-face communication, can be less complete or detailed because the listener can pick up some of the meaning from the context or situation and, if the meaning is still not clear, the listener can request clarification. For this reason, because seen in oral text (also called contextualized language) include:

● Using incomplete sentences *(At the park)*.

● Introducing an object or a person with a pronoun rather than a specific noun *(They fell)*.

● Tying sentences together with and or and then.

By contrast, **written text** is a style of oral communication in which the listener (and later, the reader) will not be able to request clarification. For this reason, **written text** must contain:

● Complete sentences *(Children can play at the park)*.

● Use of causal connections to support the logic of the story sequence *(The apples fell out because the bag tipped over)*.

● An indication of the story beginning and end *(...so they all went home)*.

Generally, five-year-olds can demonstrate **written text** communication style when asked to "read" a favorite book, or to tell a story from a sequence of pictures.

Ref: Sulzby, E. *Young Children's Concepts for Oral and Written Text.* In K. Durkin (Ed.) Language Development in the School Years. Cambridge MA: Brookline Books (April 1987)

FIVE LANGUAGE-DELAYED PREschool children who spent 20 minutes daily in play with an adult trained to expand the preschoolers' utterances all showed a significant increase in production of target structures.

Ref: McLean, M. and Vincent, L. *The Use of Expansions as a Language Intervention Technique in the Natural Environment.* Journal of the Division for Early Childhood, 1984, 9, 57-66. (February, 1986)

RESULTS OF A STUDY OF FACTORS influencing the rate of language gain in response to language therapy indicate that children will learn faster when they:

● are younger

● have a higher nonverbal IQ

● have fewer episodes of hearing loss

● hear parents say positive things about them

● prefer social activities to isolated play activities.

Ref: Schery, T. *Correlates of Language Development in Language-Disordered Children.* Journal of Speech and Hearing Disorders, 1985, 50, 73-83. (May 1987)

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THE DEMANDS OF MAINSTREAMED handicapped students cause both new and experienced teachers to feel stressed. Three stages of adapting to stress (alarm, resistance, and exhaustion) and three

classes of response to stress (direct action, cognitive reappraisal, and anxiety) have been identified. The educational system can take these steps to reduce stress caused by mainstreaming:

● Provide increased training

● De-emphasize procedural requirements

● Facilitate placement and re-placement decisions

● Provide information to influence expectations

Ref: Holn, R. *Mainstreaming Handicapped Children and Its Effect on Teacher Adaptation to Stress.* ERIC Document #ED 269-695. (July 1987)

ANALOGIES ARE FREQUENTLY used to assist in explaining concepts. However, a recent study of children's verbal analogy skills found that 5-, 6-, and 7-year-olds completed simple picture analogies with 50%, 62%, and 72% accuracy, respectively. Moreover, no relationship was found between skill with verbal analogies and receptive vocabulary.

Ref: Nippold, M., and Sullivan, M. *Verbal and Perceptual Analogical Reasoning and Proportional Metaphor Comprehension in Young Children.* Journal of Speech and Hearing Research, 1987, 30, 367-376. (November 1987)

IN A COMPARISON OF FOUR ADOlescent language tests, 30 sixth graders were given three diagnostic tests and one screening test. The number of students failing the diagnostic tests was much higher than expected: the Fullerton Test for Adolescents failed 21 students (70%); the **Test of Adolescent Language** failed 22 (73%); and the **Clinical Evaluation of Language Functions** failed 18 (60%). By contrast, the screening test (the Screening Test of Adolescent Language) failed only six (20%), and passed eight students who were identified as language impaired on all three diagnostic tests. It is not known whether this discrepancy between screening and diagnostic results is because the diagnostic tests are too hard, or the screening test is too easy. Until this matter is resolved, results of adolescent testing should be interpreted with extreme caution.

Ref: Lieberman, J., Heffron, A., West, S., Hutchinson, E., and Swem, T. *A Comparison of Four Adolescent Language Tests.* Language, Speech, and Hearing Services in the Schools, 1986, 18, 250-265. (September 1987)

TALKING TO INFANTS HELPS THEM later on in school. A recent study found

that 81% of the children failing kindergarten had received less than the average amount of parental talk.

Ref: Head Start Bulletin: National Resource Exchange, No. 13, December/January 1986-87. (May 1987)

MRS. PAT, A SECOND GRADE teacher at a low income school in rural South Carolina, began the school year with 18 of 24 students scoring below grade level — six of whom had repeated first grade. The first semester, students were given a variety of experiences with oral language, including guidance in listening to and analyzing talks. During the spring term, school personnel contributed forms, store notices, receipts, etc. for students to read; students were also encouraged to read and write for others. Other activities throughout the year continued to support a personalized, experience-based approach to reading. Reading tests at the end of the year showed 14 students reading at grade level, 2 below grade level, and 8 *above* grade level.

Ref: Heath, S. **Ways With Words: Language, life, and work in communities and classrooms.** Cambridge University Press: New York (1983). (December 1987)

RESULTS OF A 60-ITEM ARTICULA-tion test given to more than 10,000 three-year-olds: Forty-six percent had noticeable errors but no difficulty being understood. Five percent were unintelligible. Sixty-three percent had articulation skills rated as normal.

Ref: LaBenz, P. and LaBenz, E. (Eds.) **Early Correlates of Speech, Hearing and Language.** 1980. PSG Publishing Company: Little, MA. (Nov/Dec, 1984)

LOW ACHIEVING 2ND AND 3RD graders were given practice with riddles to help refine language concepts needed for reading. "How" riddles were the easiest to answer, followed by "When" riddles. The most difficult were those that starteed with "Why."

Ref: *Riddles as Facilitators of Inferred Responses.* Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, Dec. 2-6, 1986). ERIC document #ED 286-173. (April 1988)

FIFTY-ONE AUTISTIC STUDENTS were found to have more frequent middle ear infections and resulting hearing loss than their non-autistic peers. "If we take t[...] that transient hearing loss is a concomitant of ear infection, it f[...]at autistic children are likely to

experience the usual manifestations of hearing loss while infected: irritability, crankiness, and interpersonal difficulties may be added to the feeling of fullness in the ear and to the earaches. The severe difficulties (of autism)... are therefore likely to be exacerbated in those who suffer from ear infections" (page 592).

Ref: Konstantareas, M., and Houmatidis, S. *Brief Report: Ear Infections in Autistic and Normal Children.* Journal of Autism and Developmental Disabilities, 1987, **17**, 585-594. (January 1988)

HOW MANY DYSLEXIC CHILDREN at your school have underlying syntax problems? According to one study, "when a child is having difficulty in reading comprehension, there is a high probability that his difficulty is related to syntactic deficiencies" (page 82). Results of syntax tests given to 20 dyslexic boys from 11 schools were compared with those given to a control group. The greatest differences in scores were found on the Grammatic Closure subtest of the **Illinois Test of Psycholinguistic Abilities** and the **Berry-Talbot Language Test.** The author concludes, "Because of the importance of syntactic ability in reading comprehension, even for the beginning reader, some measure of a child's syntactic competence should be included in the assessment of reading readiness" (page 75).

Ref: Vogel, S. **Syntactic Abilities in Normal and Dyslexic Children.** University Park Press: Baltimore (1975). This book is out of print. (March 1988)

PRESCHOOL CHILDREN CAN IN-crease skills in many aspects of language (syntax, vocabulary, etc.) by increasing the overall frequency of language use. As children talk more, they talk about more things in different ways. "The more different aspects of the context that children comment on, the more different words and syntactic relations are called into use and the more feedback the children receive relative to the forms, structures, and meanings of language."

Ref: Hart, B. *Process in the Teaching of Pragmatics.* In L. Feagans and D. Farran (Eds.) The Language of Children Reared in Poverty. New York: Academic Press (1982). (September 1988)

RECOMMENDATIONS FOR A LAN-guage development classroom include:

✓ Select teachers who talk to children spontaneously.

✓ Plan at least 20 minutes of one-to-one interaction with an adult for each child.

✓ Schedule frequent staff meetings so that goals can be coordinated.

✓ Ensure that children have frequent opportunities to hear task-appropriate **qualitative** language (reasoning, predicting, empathizing, imagining) rather than only talk about what they need to be doing.

✓ Allow opportunities for fantasy play and pretend games.

✓ Keep learning goals relevant and meaningful to the learner.

✓ Encourage a variety of appropriate social interactions.

Ref: McGinness, G. *The Language of the Poverty Child: Implications from Center-Based Intervention and Evaluation Programs.* In L. Feagans and D. Farran (Eds.) The Language of Children Reared in Poverty. New York: Academic Press (1982), 219-240. (October 1988)

THE ABILITY TO DELIBERATELY reflect on word sounds and other components of language *(metalinguistic awareness)* is a key prerequisite to reading. A study of three metalinguistic skills of both kindergarten and first grade children revealed that low SES (Socio-Economic Status) kindergartners consistently demonstrated significantly lower scores. Possible reasons for this include an overall lower level of language skills upon which the metalinguistic skills can be built. Lower SES children may require direct instruction to reach the level of language awareness of average SES children.

Ref: Warren-Leubecker, A. and Carter, B. *Reading and Growth in Metalinguistic Awareness: Relations to Socioeconomic Status and Reading Readiness Skills.* Child Development, 1988, **59**, 728-742. (November 1988)

A COMPARISON OF FOUR KINDER-garten screening tests and three diagnostic language tests found that the most efficient, valid, and reliable screen was the **Language Identification Screening Test for Kindergarten (LIST-K).** Screens found to be valid and reliable but less efficient were the **Bankson Language Screening Test,** the **Clinical Evaluation of Language Functions—Elementary Screening Test,** and the **Fluharty Preschool Speech and Language Screening Test.**

Ref: Illerbrun, D., Haines, L., and Greenough, P. *Language Identification Screening Test for Kindergarten: A Comparison with Four Screening and Three Diagnostic Language Tests.* Language, Speech, and Hearing Services in Schools, 1985, **16**, 280-292. (November 1988)

Best of the

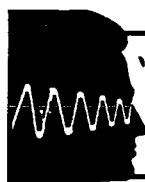# Syndactics!

BULLETIN 1984-1988
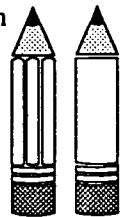
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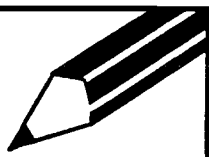
Correspondence with readers has always been highly important to the **Bulletin** — whether requests for information, comments on the content of the articles, or ideas offered for others' benefit. We have excerpted here some of the most relevant and useful **Exchanges** from past years, covering a wide range of topics. I hope you profit from them!

Lyn Weiner

Best of EXCHANGE

Dear Syndactics:

I'm not really sure what to do about some of my adolescent students. They get pretty low scores on language tests and do not do well in classes, but when they talk, they sound just fine. How do I figure out what their problem is, and what goals should I teach them?

Lynn Darr

Dear Ms. Darr:

I think you've pinpointed a situation that troubles many educators: How can a student have a "language problem" when normal conversation sounds just fine? One answer comes from looking at the level of language skill necessary for conversation and comparing this with the linguistic expertise necessary for academic success at the seventh grade level.

A normal five-year-old can adequately carry on a conversation provided that:

1. Most of the information burden consists of **reporting experiences** (who did what, where) rather than **evaluating** experiences (why an action was taken, what went into a decision).

2. Much of the **context** between speaker and listener is already understood. For example, when discussing an event at school, both of you know what the school looks like, who the teachers are, and the school philosophy.

3. A **willing listener** helps out with long, difficult sequencing situations (like describing a movie or TV program), and offers requests for clarification when needed.

What most five-year-olds cannot do is:

1. Explain how something works (a ballpoint pen, a battery), or the rules and play of a particular sport.

2. Paraphrase complex or metaphorical sentences *(Tell me what this means: "As the years passed the United States grew. People moved west.")*

3. Discuss conditional situations and time relations of events. *(She would not have been able to enter the race if her brother hadn't found the money.)*

An adolescent whose language skills are only at the five-year-old level might be expected to be an adequate conversationalist so long as the proper conditions are met. The high-level conversational skills as well as expected academic language skills are areas where difficulties will be encountered.

Charlann Simon, noted author and lecturer on language skills for classroom success, identifies several adolescent language skills. Among them are:

1. Can identify the referent for a pronoun (or nouns with the same referent).

2. Can integrate information to answer a comprehension question.

3. Can follow instructions of the form "if/then."

4. Can reorder words to make a meaningful, syntactically accurate sentence.

5. Can correctly finish incomplete sentences.

6. Can detect inconsistencies in statements.

7. Can combine two or three short sentences into one longer sentence.

8. Can identify examples that support a fact.

If you are working with an adolescent population, I recommend that you obtain her screening procedure, which tests the above skills as well as others. For current order information, write to: CommuniCog Publications, P.O. Box 27771, Tempe, AZ 85282.

Adolescents with low language skills can be very challenging because their difficulties may not be apparent during conversation. A good guideline for testing and goal selection is a list of language skills necessary to academic success.

Syndactics Editors
September, 1986

Dear Syndactics:

I'm a speech/language pathologist for an intermediary care facility. Many of the residents I work with have severe hearing impairments as well as visual deficits. Would your readers know of any clinically relevant sources in this area?

C. Cohen

Dear Ms. Cohen:

Your request offers an excellent opportunity to demonstrate how well the ERIC system can meet specific information needs. I checked to see how many entries in the ERIC database offer information that you might find useful. There were 68 different titles that had at least some information about language and deaf/blind persons. Those that seemed to address questions of testing and remediation are listed below:

Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings. ED 223-064, PC 12.

Southwestern Region Deaf-Blind Center Selected Workshop Papers, 1970-1973. ED 223-023, PC 05.

The Institute for Deaf-Blind Studies: Proceedings. ED 223-020, PC 04.

John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children. ED 218-824, PC 19.
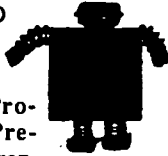
Movement Based Language: The Van Dijk Model. ED 209-865, PC 01.

Manual for Language Development: A Handbook of Strategies for Teaching Children Whose Communicative Skills Range from Non-Responsiveness to Use of Academic Language. ED 181-674, PC 02.

Proceedings: Workshop for Serving the Deaf-Blind and Multihandicapped Child: Identification, Assessment, and Training. ED 179-039, PC 04.

Psychomotor Development for the Deaf-Blind. ED 179-038, PC 01.

The Deaf-Blind/Severely-Profoundly Handicapped: Proceedings from the 1978 Nebraska Statewide Conference. ED 177-796, PC 06.

Educational Methods for Deaf-Blind and Severely Handicapped Students, Volume II. ED 176-430, PC 09.

Understanding the Needs of Deaf-Blind Children in Isolated Areas. ED 155-830, PC 03.

TIME (Teacher Initiated Materials Evaluation) Project Report: An Aid in the Selection of Special Education Materials. ED 143-190 PC 02.

In-Service Training Program for Teachers and Aides of Deaf-Blind Children, Summer 1975. ED 135-199, PC 09.

Methods and Materials in the Education of the Visually Handicapped. ED 084-737, PC 05.

Diagnosis and Evaluation of Deaf-Blind Children: Report of Workshop Proceedings. ED 072-569, PC 05.

Assessment of Deaf-Blind Children: The Callier-Azusa Scale. ED 102-797, PC 01.

The Callier-Azusa Scale. ED 102-796, PC 03.

Education of Deaf-Blind: Bibliography. ED 087-145, PC 04.

Exceptional Children Conference Papers: Deaf-Blind, Language, and Behavior Problems. ED 052-402, PC 05.

A Handbook for Parents of Deaf-Blind Children. ED 067-803, PC 02.

...ind Children: Evaluating Their ...: Handicaps. ED 044-895, PC 07.

Serving Deaf-Blind Children: Theme of the International Conference on Deaf-Blind Children. ED 089-509, PC 15.

You may order any of these documents directly from the ERIC Document Reproduction Service (EDRS). For additional information on ERIC, call your closest major library.

Syndactics Editors
May 1987

Dear Syndactics:

I just received the **Syndactics Bulletin** (April 1987) and tried the five "trick" sentences on a junior high group. [See **Best of Bulletin Information**, page 3.] They had trouble — and they had fun. Do you have any further information on books and/or articles (that provide additional activities) to pursue and strengthen these skills?

Gloria Bos

Dear Ms. Bos:

The finest source of activities similar to the "trick" sentences is a book available from ECL Publications: A **Speech-Language Pathologist's Guide to Language and Learning Disabilities**. You may request a catalog from: ECL Publications, 708 W. Solano Drive, Phoenix, AZ 85013.

In their section on assessing and remediating language processing in the school-aged child, the authors present over 100 quick and practical ideas. Here are a few of them.

1. Make a list of sentences, some of which are correct and some of which are illogical. *Example: She is my brother. My dog writes nice stories. The candy eats Carol.* Students decide whether the sentence is "good" or "bad" and give their reasons.

2. Using objects or worksheets, give instructions containing these words: **and, but, then, but not, if, or, if/then.** *Example: Give me the ball or the book. Put the book but not the pencil on the table. Find the word that has a "t" at the beginning and an "a" at the end.*

3. Using objects or worksheets, give instructions containing **before, after, until.** *Example: After you put an "x" on each red large balloon, count the number of balloons and write the number in the box.*

4. Practice changing sentences from one form into another. *Example: "First we ____, then we ____" becomes "After we ____, we ____."*

These are suggested to help students learn to process negatives:

1. Give board game or pencil-and-paper directions containing negatives. *Example: Do not stop on a blue square unless it has an "x." Put an "x" on every horse except the one that is eating.*

2. Locate appropriate material in subject matter textbooks or workbooks. *Example: Name a sound you can not hear. What are some examples of plants that are nonproducers of seeds?*

3. Give instructions in different ways. *Example: "Do problems one to ten except three" instead of "Don't do problem three."*

4. Use implicit negatives (such as *unlikely, prevents, unfavorable, absence, differs*) in questions and instructions. Help students to paraphrase questions before answering them.

Syndactics Editors
August 1987

Dear Syndactics:

My kindergarten language-delayed group contains many children who eagerly wave their hands to answer a question, but are unable to do so when chosen to respond. In this situation, I suggest to the child a way to find out the answer. I might say, "I think that Brian knows the answer to that question. Ask Brian about it." The child is then assisted to locate Brian, ask the question, remember the answer, and report back to the group.

With a lower functioning child, I might suggest the name of a child in the same group who has already heard my question and only needs a simple request from the first child. Later, as this child gains skill in questioning, I can suggest a child or even an adult who has not heard the question.

The child, by being given a method for obtaining the needed information, is able to end the exchange by feeling positive instead of feeling "wrong." In addition, this technique helps to give children a resource they can use when they are faced with the need to gather information.

Barb Slevin

Dear Ms. Slevin:

Thanks for sharing this technique!

Syndactics Editors
September 1987

Dear Syndactics:

Could you possibly survey your readers for what they use as criteria for classification as Communication Handicapped? Our school district is looking for ideas and guidelines in handling this difficult area. Also, if you know of any publications that may assist us, please let me know.

Junnie Sharkey

Dear Ms. Sharkey,

Your request for information will be put on SpecialNet, which is a computerized bulletin board system. In the meantime, you may wish to check several documents on this topic available through ERIC:

California's New Eligibility Criteria: Legal and Program Implications (ED 249-744, PC 02, 36 pages).

Pupil Appraisal Handbook (ED 212-675, PC 04, 93 pages). This booklet contains procedures and criteria for identifying children eligible for special education in Louisiana.

Regulations and Procedures: Special Education Program (ED 133-947, PC 03, 67 pages). Information on a definition, eligibility and placement, enrollment, and facilities is presented for all special education categories in Georgia.

Special Education Handbook (ED 215-837, PC 19, 472 pages). Written for educators of handicapped Navajo students, this manual includes eligibility criteria for students classified as speech impaired.

For more information on ERIC, contact your nearest major library.

Syndactics Editors
October 1987

Dear Syndactics: 104

Several years ago while working in an elementary school, I came across a young stutterer. I asked him to draw a picture of himself and was surprised to see he drew four eyes and two mouths! When questioned, he said that he sees double sometimes (a subsequent vision check verified _ble vision); and he drew the double s because sometimes he feels like _ople are trying to talk at the same

time when he stutters. From this was born "Mr. Stutter."

Mr. Stutter became the person who talked at the same time as my client. At first, we imagined Mr. Stutter and my client told him to leave the room. Later, we made Mr. Stutter with old clothes, paper for stuffing, and a face drawn by my client. Before the end of the school year, my client was in total control of his speech and Mr. Stutter was no longer needed. We took him apart together to close the speech session.

A few years later, I introduced Mr. Stutter to another young client and he really went for it. This student even chose to take Mr. Stutter home so he could continue helping himself with his speech when school was out for the summer. The following year, I heard from one of his teachers that she couldn't believe the change she had seen, not only with speech but with self-concept.

I thought this idea might be fun for other speech-language pathologists to try.

Susan Keith

Dear Ms. Keith:

Thanks for sending in this clever idea!

Syndactics Editors
December 1987

Dear Jeff:

Thanks for agreeing to be the computer consultant for **The Bulletin**. For our special issue on technology, please tell us: How can a computer help the busy public school speech/language pathologist? Can physically and mentally handicapped students benefit from computer use?

Syndactics Staff

Dear Syndactics:

In general, a computer can make your life easier by doing many of those routine tasks that we all hate. Try a word processing program to help write reports, or a database program for keeping track of your case load. There are also programs for making your own letterhead, cards, signs, etc. (such as *Print Shop* from Broderbund Software), and authoring systems that let you write your own software.

For mentally and physically handicapped students, there are many adaptive devices that will make the computer accessible. Among these are the Adaptive Firmware

Card, speech synthesizers, touch boards, and many types of switches. Here is a partial list of information sources:

Don Johnson Developmental Equipment, Inc., 900 Winnetka Terrace, Lake Zurich, IL 60047

Closing the Gap, P.O. Box 68, Henderson, MN 56044

Adaptive Communication Systems, Inc., P.O. Box 12440, Pittsburgh, PA 15231

Creative Switch Industries, P.O. Box 5256, Des Moines, IA 50306

Innocomp, 33195 Wagon Wheel Drive, Solon, OH 44139

Laureate Learning Systems, 110 East Spring Street, Winnooski, VT 05404

I'm currently finishing work on a Resource Guide for Generic Software. Anyone interested in more information can drop me a line at 1012 Tower Court, Iowa City, IA 52240.

Jeff Knox, Ph.D.
February 1988

Dear Syndactics:

For the first time I am working within the classroom — for both learning disabled and trainable mentally retarded students. My problem is in selecting activities for the TMR class. The ages range from 6 to 13, and language ages range from 2-5 to 7–10, with a mean length of utterance from 2 to 8 words. Any suggestions or guidelines as to how to deal with this situation would be greatly appreciated. Is there a way to address both articulation and language within the same lesson?

Karen Link

Dear Ms. Link,

You've described a situation that readers seem to be encountering with increasing frequency — the need to see all children in a classroom increase language skills without the time to provide individual therapy. Because of the importance of your question, it will be answered in two issues. This will allow the necessary space.

After documentation is completed, the role of the classroom consultant consists of three functions: monitoring hearing records, modelling language teaching/learning interactions, and providing and suggesting materials and activities.

Monitoring Hearing Records

Both TMH and LD students are in the high-risk category for recurrent episodes of otitis media. Although experts continue

to differ in their opinions of the impact of these episodes, it's a good bet that a child experiencing a feeling of fullness or pain with a drop in hearing level is not a good candidate for increasing language skills.

Many districts routinely screen for this problem with impedance audiometry. Students failing the screen are generally rescreened and then referred for medical treatment. It has been my experience that, after that point, many overworked school nurses simply lack the time to monitor the course of treatment. You can help this situation by:

● Using the health records to compile a list of those students with a history of otitis media.

● Alerting the teacher to the behavioral concomitants of active ear infection.

● Seeing that children on your list receive periodic screening throughout the school year.

Modelling Language-Learning Interactions

Adult-child interactions that result in language learning occur naturally in a child's preschool environment, but are not a part of the formal educational system. By modelling these interactions for the teacher, you can

● demonstrate ways to teach language throughout the day

● help the teacher to see how well language-learning interactions work with this approach.

I recommend three steps:

1. Select a time when the children are comfortably engaged in individual activities (coloring, clay, building materials). Walk past each child and comment on what they are doing. This can occur at a variety of language levels, depending on the level of the child:

Build. Build tower.

You're making a tower.

I noticed that you decided to build a tower with your blocks.

It looks like you're getting ready to make a lot of buildings. The tower is probably the first one. You might make a little house next.

You've alternated colors in the tower that you are building. It looks like you're also alternating sizes. The red one looks more narrow than the purple ones on top.

Refrain from asking questions and be e_____ _olerate silence as a child's re-

2. If a child **does** respond to your comments by adding his or her own, expand on what is said:

Child: *Yeah, my tower's big.*

You: *Yes, it is big. It's already five blocks tall and now you're adding a sixth.*

Once again, refrain from asking questions.

3. After a healthy conversational interaction is going, try an open-ended question to see the response. Open-ended questions guide and enhance a child's thinking:

Who lives in your tower?

I wonder how people get from the top to the bottom.

What do you need to finish your tower?

Although these procedures appear simple, they are extremely powerful. They are not, however, easy to learn without a model. If you would like help in teaching them, I highly recommend the two-videotape series, **Good Talking With You: Language Acquisition Through Conversation.** Although the tapes show preschoolers, the techniques demonstrated are appropriate for much older children as well. You may preview the tapes for two weeks for $35.00 each. Contact Educational Productions, 4925 SW Humphrey Park Crest, Portland OR 97221.

With the wide variety of skills represented in this group, you may not want to try one activity for the entire class. Instead, you could set up some barrier activities for the more advanced students to do independently while you use some interactive methods with the lower-functioning students.

Barrier activities can be accomplished with any set of identical objects (blocks, small toys, Legos) and a desktop barrier (easily made by stapling two legal-sized folders together). Two students sit at a table with the barrier between them so that they cannot see another's objects. One student arranges two or more objects and describes the arrangement (*Put a red block on top of a green block*) so that the listening student can create the same arrangement. When finished, students lift the barrier to see if they have identical sets.

Numerous possible modifications allow an entire year's curriculum based on barrier games... [See Best of Bulletin Teaching Ideas, page 3, for some possibilities.]

Interactive methods consist of providing information (*The puppet's dancing*), then

asking a question (*What's the puppet doing?*). This approach works with action (*Jamie, jump! Who jumped?*), flannel board figures (*The girl has a dog. What does the girl have?*), objects, or pictures. The language used can be very simple (*Carl chair, Veronica floor. Where Carl?*), or as complex as necessary.

You can begin the year with students participating in a variety of activities as you comment and ask questions at a very basic level. *Example: Tape two blue strips, 5-6 feet apart on the classroom floor. Tell Gina, "Gina, walk." As she walks, say, "Look, Gina walk." When she finishes, say, "Gina, what do?" Ask the other children, "What Gina do?" Tell them, "Gina walk." Tell Ralph, "Ralph, jump!"* As the year progresses, gradually shift the physical activities to ones that require students to sit and listen while making your utterances longer and more inflected.

Syndactics Editors
March/April 1988

Dear Syndactics,

I work with a "consultant" model for my agency. I am always on the lookout for simply written materials to share with teachers and parents to support and teach about the need for language facilitation in the home and classroom.

Here is what I have found useful. I'd like to hear from others who have found and/or made other materials:

Parent Articles
Communication Skill Builders
P.O. Box 42050
Tucson, AZ 85733

Wired for Sound
Gallaudet University Press
Washington, DC 20002

Carolyn Halbert

Dear Ms. Halbert,

Thanks for the time-saving recommendations. Here's another: **Making Language Bloom.** This guide to using Bloom's taxonomy in the special education classroom is packed with attractive illustrations and samples that help teachers match questions to the learning level of the students. Available from: LinguiSystems, 716 17th Street, Moline, IL 61265.

Syndactics Editors
October 1988

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