Slide 1

Multisensory Strategies for Effective Written Language

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DuBard School
for Language Disorders

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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Disclosure Statement

- Missy Schraeder is employed as director, DuBard School for Language Disorders; presentations are included in job responsibilities.
- No other financial or non-financial relationships exist.

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Session Outline

- Definitions of language and reading
- The reading rope
- Relationship between oral and written language
- Characteristics of language disorders
- Relationship between spoken and written language
- Dyslexia
- Comorbidities
- Strategies for instruction

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Slide 4

Did You Know?

- Oral and written language difficulties are the most common cause of academic failure and underachievement.

- The National Center for Education Statistics (2011)
  - more than 30% of students in grade four read at a level that is "below basic"
  - almost 20% of students have significant difficulties with language, including problems with expressive and receptive vocabulary, difficulties in understanding morphology, and problems with syntax

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Did You Know?

- Early identification and early intervention using explicit multisensory teaching of both oral and written language is essential for remediation of the academic difficulties that these students have.
- The SLP has the language background to work with students with oral and written language disorders.

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Slide 6

What is Language?

- The American Speech-Language-Hearing Association defines language as the comprehension and/or use of spoken (listening and speaking), written (reading and writing) and/or other communication symbol system (e.g., ASL).

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Slide 7

Language includes receptive and expressive components.

- <u>Receptive</u>—listening, understanding nonverbal communication, reading.
- <u>Expressive</u>—speaking, using nonverbal communication, writing.

Fogle, P. T. (2008). *Foundations of communication sciences and disorders.* Clifton Park, NY: Delmar Learning.

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Slide 8

- Spoken language and written language and their associated components are each a <u>synergistic</u> system comprised of five individual language domains that form a dynamic integrative whole.

http://www.asha.org/Practice-Portal/Clinical-Topics/Spoken-Language-Disorders/Language-In--Brief/

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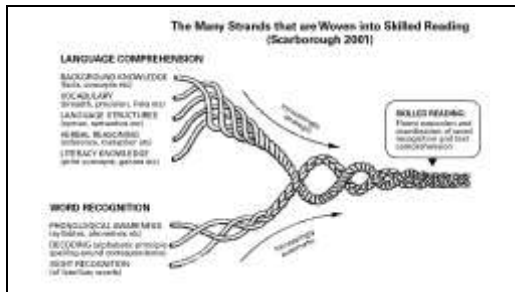
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What is Reading?

Reading is described as the product of word recognition and language comprehension. This is known as the Simple View of Reading.
(Gough & Tunmer, 1986; Hoover & Gough, 1990; Scarborough, 2001).

The ultimate goal of reading is comprehension of the written text. (Carreker, 2011; Scarborough, 2001)

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The Many Strands that are Woven into Skilled Reading
(Scarborough 2001)

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Relationship Between Oral and Written Language

- Reading is a language-based skill.
- The relationship between oral language and written language is reciprocal.
- Although related, oral language and written language are not the same.
- Learning to read and write (written language) is part of learning to speak and comprehend (oral language).

Soifer, L. H. (2018). Oral language development and its relationship to literacy. In J. Birsh & S. Carreker (eds.), Multisensory teaching of basic language skills – Third edition (pp. 49-91). Baltimore, MD: Paul H. Brookes Publishing Co.

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Relationship Between Oral and Written Language

- The integration of word recognition, vocabulary, and oral language comprehension are important for the development of adequate reading comprehension skills.

  Soifer, L. H. (2018). Oral language development and its relationship to literacy. In J. Birsh & S. Carreker (eds.), *Multisensory teaching of basic language skills – Third edition* (pp. 49-91). Baltimore, MD: Paul H. Brookes Publishing Co.

- "…if print cannot be translated into language, then it cannot be understood."

  Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*(1), 6-10.

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Relationship Between Oral and Written Language

- In using both oral and written language, one must recognize word patterns, word structure, and sentence forms. One must know word meanings and how words relate to one another. One must be able to use context to interpret intent.

- Listening and speaking are part of typical development.

- Reading and writing generally must be taught.

  Soifer, L. H. (2018). Oral language development and its relationship to literacy. In J. Birsh & S. Carreker (eds.), *Multisensory teaching of basic language skills – Third edition* (pp. 49-91). Baltimore, MD: Paul H. Brookes Publishing Co.

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Characteristics of Language Disorders

✓ Poor attention, especially for language

✓ Poor memory and poor memory for sequences

✓ Poor predictability for language

✓ Performance and achievement below expectations

✓ Difficulty with phonological awareness—including segmenting and blending

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Characteristics of Language Disorders

✓ Difficulty with sound-symbol association

✓ Poor spelling

✓ Inaccurate or labored oral reading—lack of reading fluency

✓ Difficulty with comprehension—oral and written

✓ Difficulty in word finding and rapid naming

✓ Poor written expression

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Characteristics of Language Disorders

✓ Messy handwriting prone to size and spacing errors

✓ Directional uncertainty

✓ Poor organizational skills

✓ Negativism and emotional upset indicative of unused learning ability

✓ Family history of similar problems or history of speech-language problems

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Some Characteristics Specific to Written Language Disorders

• Difficulty with sound/symbol association

fish

fish

• Poor predictability for language
  • The _____ can run.
  • The red _____ was in the driveway

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Slide 19

•Poor spelling

Spelling is
~~diffecolt~~
~~challageng~~
hard.

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•Poor spelling

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Slide 21

Messy handwriting prone to size and
spacing errors

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•Size

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Spacing

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Directional Uncertainty

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Family history of similar problems or history of speech-language problems
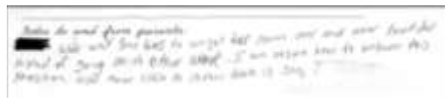
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Poor organizational skills

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Difficulty with comprehension-- oral and <u>written</u>

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THE BOAT PARADE

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What is Dyslexia?

- Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

www.eida.org
Adopted by the IDA Board of Directors, Nov. 12, 2002

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What is Dyslexia?

- These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

www.eida.org
Adopted by the IDA Board of Directors, Nov. 12, 2002

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What is Dyslexia?

- *Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.*

www.eida.org
Adopted by the IDA Board of Directors, Nov. 12, 2002

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What is Dyslexia?

- *Dyslexia* has been used to refer to the specific learning problem of reading. The term *language-based learning disability*, or just *learning disabilities*, is better because of the relationship between spoken and written language. Many children with reading problems have spoken language problems.

American Speech-Language-Hearing Association
http://asha.org/public/speech/disorders/LBLD.htm

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What is Dyslexia?

- The child with dyslexia has trouble almost exclusively with the written (or printed) word. The child who has dyslexia as part of a larger language learning disability has trouble with both the spoken and the written word.

American Speech-Language-Hearing Association
http://asha.org/public/speech/disorders/LBLD.htm

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Comorbidities
- *Many poor readers have additional language impairments.*
  Catts, H.W., Kamhi, A.G., & Adlof, S.M. (2012)
- *Students with language impairments are more likely than typically developing children to develop reading difficulties because of language deficits.*
  Catts, H.W., Kamhi, A.G., & Adlof, S.M. (2012)
- *Students with reading disabilities have impaired working memory.*
  Swanson, H.L. & Zheng, X. (2013)

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- *Language disorders and reading disorders are often comorbid conditions.*
  Elliot, J.G. & Grigorenko, E.L. (2014)
- *Students with dyslexia may have both receptive and expressive oral language problems such as difficulty with phonological processing or problems with organizing language for expression.*
  Berninger, V.W. & Wolf, B.J. (2009)
- *Children with early speech and language difficulties are at greater risk for reading difficulties.*
  Ferrer, E., Shaywitz, B. A., Holahan, J. M., Marchione, K. E., Michaels, R., & Shaywitz, S. E. (2015)

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How do we teach children with oral and written language disorders?

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Multisensory Learning

Multisensory learning involves the use of visual, auditory, motor-kinesthetic, and tactile pathways <u>simultaneously</u> to enhance memory and learning of written language.

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International Multisensory Structured Language Education Council (IMSLEC)

• More than 30 courses in over 90 locations nationwide

• Alphabetic Phonics
• DuBard Association Method®
• Orton-Gillingham
• Slingerland
• Spalding
• And many others

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What is taught

• Phonology and Phonological Awareness
• Sound-Symbol Association
• Syllable Instruction
• Morphology
• Syntax
• Semantics

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How it is taught

- Simultaneous, Multisensory (VAKT)
- Systematic and Cumulative
- Direct Instruction
- Diagnostic Teaching
- Synthetic and Analytic Instruction

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Before decoding, phonological awareness skills will need to be in place

- Rhyming
- Identifying words that begin or end with the same sound
- Identifying sounds in various positions in words
- Manipulating sounds in a word (such as saying the word without the first or last sound)

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- Ability to segment sentences into component words

- Ability to segment words into component syllables

- Ability to segment words into component sounds

- Ability to blend phonemes into words

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Rhyming with Word Families

at

c**a**t   m**a**t   s**a**t   f**a**t

c   m   s   f

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I saw a red elephant.

el e phant

r e d

Slide 45

Write the rhyming words.

1. It rhymes with *bat*. It begins with *c*. _____

2. It rhymes with *mt*. It begins with *a*. _____

3. It rhymes with *rug*. It begins with *b*. _____

4. It rhymes with *pig*. It begins with *w*. _____

5. It rhymes with *pin*. It begins with *w*. _____

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Deficient development of phonological awareness is a critical diagnostic sign of dyslexia for two reasons:

1. When compared to typical readers, children with dyslexia are consistently more impaired in phonological awareness than any other single ability.

2. Measures of phonological awareness administered in kindergarten strongly predict rate of growth in word reading ability, which is the reading skill that is most problematic for children with dyslexia.

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PHONEMIC AWARENESS

• Phonemic awareness is the ability to analyze the sound structure of the language at the level of the individual speech sound.

Segmenting   Blending

= /k/ + /-a-/ + /t/   /k/ + /-a-/ + /t/ =

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Segmenting and Blending

Teaching phoneme manipulation, **specifically blending and segmenting**, is likely to produce the greatest benefits to students' reading.

(National Reading Panel, 2000)

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PHONICS

• Phonics is the knowledge of how the sounds of the language (phonemes) are represented in print and the patterns of letters are used to represent these sounds (graphemes).

/k/ + /-a-/ + /t/ = cat

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SOUND-SYMBOL ASSOCIATION

Sound-symbol association is also known as orthographic knowledge or the alphabetic principal.

abcdefghi
jklmnopqr
stuvwxyz

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SOUND-SYMBOL ASSOCIATION

Could this SPELL a real word in English?

duv
hrouse
shub
mookh
pobe

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Slide 54

One way to work on phonemic awareness

and phonics skills is through

SPELLING ANALYZATION

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Slide 55

Second Grade Dolch Words

best

fast

first

found

sleep

right

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Slide 56

word	# of letters	# of syllables	# of sounds	write in two colors
chip				
snake				
judge				
paint				
throw				
lay				
coach				
snow				
street				
fight				
basket				
garden				
sudden				
almost				
window				

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Syllabication

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#1 reason for teaching syllables:

The syllable type determines
HOW TO PRONOUNCE THE VOWEL
SOUND in that syllable.

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Why Teach Syllabication?

1. Redundant patterns in longer words can be much more quickly discerned.

2. Rules for adding suffixes and the ways syllables are combined into longer words depend on syllable types.

3. Spellings become more predictable when types of syllables are taken into account.

Moats, L.C. (2001). Spelling disability in adolescents and adults. In Bain, A.M., Bailet, L.L., and Moats, L.C. (Eds.), *Written Language Disorders: Theory into practice* (pp. 43-75). Austin, TX: Pro-Ed, Inc.

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Types of Syllables		
Type	**Name of Syllable**	**Example**
R	R-controlled	tar, arm, earth, bird
E	Magic E	ate, quake, rhyme
V	Vowel Team	tea, train, boil, tray
L	Consonant + le	maple, apple, beagle
O	Open	me, go, table
C	Closed	rob, snap, milk

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Types of Syllables

R Controlled—A syllable that has an R right after the vowel. The vowel sound is neither long nor short.

Magic E—Always at the end of a word. Magic E jumps over the consonant to make the previous vowel long.

Vowel team—Two vowels together usually make one sound.

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Consonant + le—This syllable is always at the end of a word.

Open—A syllable ending in a vowel is OPEN and the vowel is LONG and says its own name. Check for Magic E or Consonant +le first. A vowel at the end of an accented syllable is long.

Closed—A syllable where a vowel is followed by most consonants is CLOSED. The vowel gives its SHORT sound. Check for R-controlled or Vowel Team first.

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When labeling syllables, follow these steps:

1. Always look for R first.

2. Then look for E, V, L next.

3. Last, look for O and C.

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bird	apple	milk
purple	beach	phone
cheese	she	star
glass	whale	table
letter	coke	wheel
snake	paper	cat
owl	jar	plane

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REMEMBER:

Adding the multisensory components (visual, auditory,

motor-kinesthetic, tactile) are what

makes these activities multisensory!

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Slide 66

Written Expression

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Slide 67

Morphology

Teaching students to use

morphology

(study of prefixes, roots and suffixes)

is a way to provide explicit vocabulary instruction and to

teach them to become independent vocabulary learners.

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The four most frequent prefixes account for
97% of prefixed words in printed school
English

•dis- (not, opposite of)

•in-, im-, il-, ir- (not or in)

•re- (again)

•un- (not)

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Other common prefixes:

anti—against

inter—between

pre—before

sub—under

trans—across

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Slide 70

The four most frequent suffixes account for 97% of suffixed words in printed school English

- -ed (past tense verb)

- -ing (present tense verb)

- -ly (characteristic of)

- -s, -es (more than one)

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Other common suffixes:

-able, -ible—can be done

-ion, -tion—act or process

-less—without

-ment—action or process

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Beginning in 3rd grade, students are expected to build vocabulary using Greek and Latin roots

Greek combining forms:
- *auto—self (autobiography)*

- *bio—life (biology, antibiotic)*

- *graph—write (autograph, photograph)*

- *phone—sound (telephone, microphone)*

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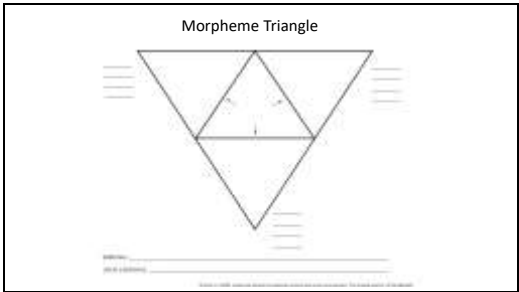_____

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Beginning in 3rd grade, students are expected to build vocabulary using Greek and Latin roots

Latin roots:
- *aud—to hear*
- *flect, flex—to bend*
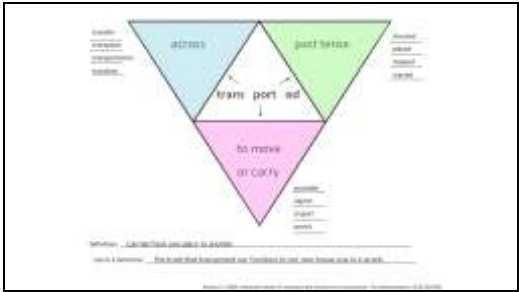- *port—to carry*
- *rupt—to break*

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Slide 74

Morpheme Triangle

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Slide 75

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Slide 76

supervisor
- super—above
- vise—to see
- or—one who
- person who oversees
- My supervisor gave some suggestions for improvement.

interrupt
- inter--between
- rupt—to break
- to break into or to break in upon
- It is rude to interrupt when others are talking.

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For more information:

DuBard School for Language Disorders
The University of Southern Mississippi

www.usm.edu/dubard
601-266-5223

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