

Leap Learning Systems
 For Smarter,
 More Confident Children

Presents

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***COLLABORATING IN
 PRESCHOOL CLASSROOMS:***
Early Childhood Teachers and SLPs
Cooperatively Laying the Foundation for
Academic Success

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 October 2011

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WELCOME

How it started in
 Georgia?



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Agenda

- Changing Roles
- Language and Student Learning
- Building Background Knowledge
- Basic Concepts and Vocabulary
- Collaboration

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How do you like them apples?

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apple

Word				

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Meaningful Differences

By the time the children were 3 years old, **parents** in less economically favored circumstances had said fewer different words in their cumulative monthly vocabularies than the **children** in the most economically advantaged families in the same period of time. (Hart & Risley, 1995)

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What's the moral of the story?

- Assumptions are made that everyone comes in with the same experience
- Children often do not have "core" academic vocabulary due to lack of exposure/experiences

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What's the moral of the story?

(Life) Experiences

↓

Increased vocabulary

↓

Increased literacy skills

- Parents don't provide the same feedback or experiences – some don't know what feedback to provide
- Teachers need to scaffold instruction (Take from known to unknown)


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The Big 4


1. Importance of Language
2. Background Knowledge
3. Basic Concepts and Vocabulary
4. Collaboration

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The Connection Between Language And Student Learning



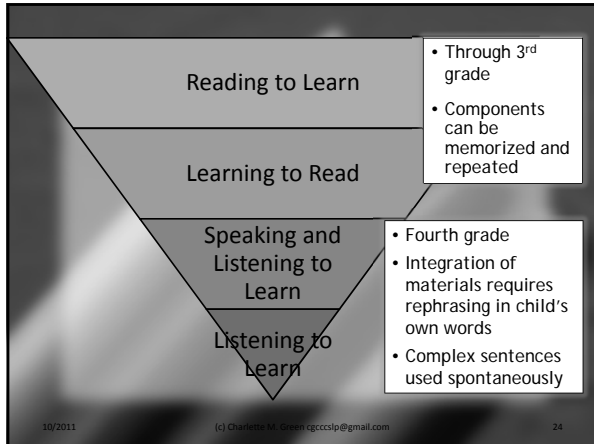
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Areas of Language

Listening	}	Receptive Language
Reading		
Speaking	}	Expressive Language
Writing		

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- ### 5 Big Ideas in Beginning Reading
1. **Phonemic Awareness**: hear and manipulate sounds in words.
 2. **Alphabetic Principle**: associate sounds with letters and use these sounds to form words.
 3. **Fluency with Text**: effortless, automatic ability to read words in connected text.
 4. **Vocabulary**: understand (receptive) and use (expressive) words to acquire and convey meaning.
 5. **Comprehension**: complex cognitive process involving the intentional interaction between reader and text to convey meaning.
- At the bottom left of the slide, it says "10/2011" and "(c) Charlette M. Green cgccslp@gmail.com". At the bottom right, it says "25".

Language In The Curriculum:

Language is an Integral Part of All Subject Areas

- Language Arts
- Math
- Social Studies
- Science
- Music
- Art
- PE

The slide features several small icons: a book, a person reading, a person playing a guitar, a person painting, a person playing a sport, a globe, a person working in a field, and a person in a lab coat.

At the bottom left of the slide, it says "10/2011" and "(c) Charlette M. Green cgccslp@gmail.com". At the bottom right, it says "26".


Classroom Language Events Are Exceptionally Diverse and Include:

- Conversations
- Questions
- Discussions
- Following oral instructions
- Attending
- Sharing
- Independent work
- Group work
- Listening to Story
- Writing
- Puzzles



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Building Background Knowledge



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What is Background Knowledge?

- What a person already knows about a topic
- Direct relationship between background knowledge and achievement

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Pop Quiz: Building Background Knowledge

Which has the most effect on background knowledge?

1. Environment, exposure, experience
2. Reading
3. Preschool experience
4. Repetition

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Barriers to Student Achievement

- Access to literature rich environment
 - Comprehension of various text types
 - Lack of implicit print knowledge
- Lack of early language stimulation
- Neglected **oral and listening language development** in the classroom

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Neglected Oral & Listening Language Development in the Classroom

Teachers spend hours **talking**

Students spend hours passively **listening**

Students become passive learners

Classroom focus is on **reading and writing**

Steady decline in the use of **oral and listening** language skills in classrooms

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Background Knowledge

- Is extremely important to academic success
- Is directly impacted by cultural, economic, family differences

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Background Knowledge Manifests as Vocabulary Knowledge

- Strong relationship between vocabulary knowledge and background knowledge.
- Relationship between vocabulary knowledge and academic achievement
- Difference in vocabulary knowledge between low and high SES students
- Intelligence measures often based on vocabulary knowledge – not true cognitive potential

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Virtual Experiences Can Enhance Background Knowledge

- ✓ Reading
- ✓ Language Interaction
- ✓ Educational Television



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Building Background Knowledge: Tips to Remember!

- Relate to real life
- Relate to something the student already knows or has experienced
- Provide lots of encouragement
- Make sure student knows what is expected & give clear directions
- Check progress often in the first few minutes of work

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Basic Concepts and Vocabulary

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Basic Concepts

- Words that depict location, number, descriptions, time, and feelings
- Strengthens a child's vocabulary
- Building blocks of early curriculum (build pre-reading and early mathematics skills)
- Receptive concept development occurs before mastery of expressive use

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Vocabulary

- Refers to the words we use to communicate
- Plays a critical part in learning to read
- Helps children make sense of the words **they see** by comparing them to the words **they have heard**

(Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 2007.

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Vocabulary

Is one of the 5 building blocks of reading

1. Phonemic awareness
2. Phonics
3. Fluency
- 4. Vocabulary (listening, speaking, reading and writing)**
5. Text comprehension

(National Reading Panel, 2001)

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How We Learn Words

- Through exposure to **multiple examples** in context, spoken and written
- Through **explicit instruction**:
 - ✓ Constructing definitions and using a dictionary
 - ✓ Analyzing word structure
 - ✓ Exploring word relationships

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Number of Exposures Needed to Learn a New English Word (Gates, 1931; McCormick, 1999)

Level of Intelligence	IQ	Required Exposures
Significantly above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

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The Myth of Age or Grade Level Vocabulary


- Students do not learn vocabulary words based on their age or their grade
- They learn words based on their experiences

(Beck, et al, 2002)

(Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 2007).

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Children learn word meanings *INDIRECTLY* in three ways:




1. Daily conversations and oral language experience with adults and other children
2. Listening to adults read to them
3. Reading extensively on their own

(Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 07).

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What does research tell us?




- Most vocabulary is learned indirectly
- Some vocabulary must be taught directly
- Poor vocabulary is a hallmark of language, literacy, and cognitive disabilities

Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 2007.

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Students with special needs, or at risk, often do not learn words indirectly because:



- They don't engage in conversation as often
- They don't alert to new or interesting words
- They often don't listen carefully when read to
- They usually don't read on their own

(Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 2007).

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These students need direct instruction in vocabulary

- Direct instruction/intervention includes:
 - ✓ Specific word instruction
 - ✓ Word learning strategies
 - ✓ Intensive work
 - ✓ Repetitions
 - ✓ Active engagement

(Montgomery, Judy K. From: "Words, Words, Words: Evidence Based Interventions for Vocabulary". Best Practices in School Based SLP Conference, March, 2007).

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What do student's remember????
 According to Sandra Reif, students remember

- ___% of what they see & hear
- ___% of what they say & do
- ___% of what they see
- ___% of what they read
- ___% of what they say
- ___% of what they hear


Which is most effective?

From: Differentiation through Learning Styles & Memory – Marilee Sprenger

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COLLABORATION

Speech-
Language
Pathologists
(SLPs)



Teachers

The Benefits of PARTNERSHIP

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The SLP Role Has Changed!

- SLPs have specialized knowledge & training that can assist the general classroom teacher in meeting the language needs of **all** students
- Traditional role & service delivery model of the school-based SLP is changing
- SLPs must move away from the ~~medical model~~ to an **EDUCATIONAL MODEL**


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The Classroom Teacher's Role Has Changed!

- Response to Intervention
- Differentiated Instruction
- Progress Monitoring
- Common Core Standards
- Move away from isolation to with others to maximize student progress

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**COLLABORATION
AND CO-
TEACHING**



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Collaboration

“As an old saying goes as we get together on the basis of our similarities, we grow because of our differences. As in a successful marriage, once partners figure out and understand each other’s perspectives, they no longer are two individuals, but a union that is fundamentally different from each person alone.”

Villa, Thousand, Nevin, A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning 2004 Corwin Press

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Collaboration in Action



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Characteristics of Collaboration

- Style/Approach
- Voluntary
- Parity
- Mutual Problem/Goal
- Shared Responsibility
- Shared Accountability
- Shared Resources




Relationships

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Collaboration...

- Involves two or more professionals
- Involves heterogeneous groups of students
- Shared responsibility for planning, instructing, and evaluating students (Information from The Center for Collaborative Education, Pioneer RESA, and North GA GLRS)




- Shared classroom
- Purposeful instruction
- Heterogeneous grouping
- One classroom setting
- Joint accountability
- Participation of both, but varied

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Collaboration is NOT...

- Tag-team teaching or one teacher teaching while one is sitting and watching
- A special education teacher working with a group of students at the back of the room on different assignments
- "Taking turns" teaching
- A planning period for either teacher





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Benefits of Collaboration

For Students with Disabilities . . .

- Increases participation in general education classrooms
- Increases achievement and test scores
- Increases social skills
- Increases self-esteem
- Reduces behavior problems
- Reduces fragmentation and "missed" activities
- Increases teacher expectations





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Benefits of Collaboration


For Students without Disabilities:

- Allows exposure to a wider range of instructional strategies and activities
- Provides additional help for those who need assistance
- Increases tolerance of human differences
- Does NOT impede the achievement of average and gifted learners



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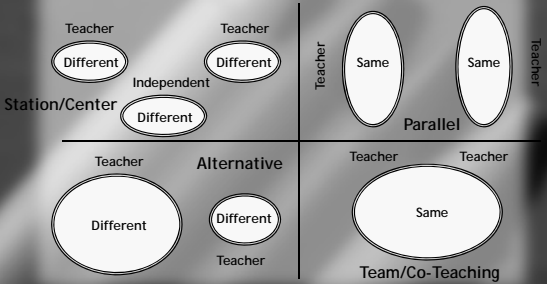
Benefits for Teachers



- General education teachers increase knowledge of accommodations, modifications, and individual instruction.
- Special education teachers increase knowledge of content material, pace of instruction, and expectations in the general education classroom.
- Teachers can learn more teaching skills and have fun!

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Summary of Collaboration/Co-Teaching Approaches






The diagram illustrates four models of collaboration/Co-Teaching approaches:

- Station/Center:** Two teachers, each with a 'Different' circle, and one 'Different' circle in the center. The word 'Independent' is written between the two teachers.
- Parallel:** Two teachers, each with a 'Same' circle, positioned side-by-side.
- Alternative:** One teacher with a 'Different' circle and another teacher with a 'Different' circle.
- Team/Co-Teaching:** Two teachers, each with a 'Same' circle, positioned side-by-side.


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Co-Planning



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Planning



General Education Teacher Leads

- Discuss upcoming curriculum content
 - Topics
 - Key concepts
 - Methods of instruction
 - Activities
 - Products
- Discuss typical “problem areas” in the content

Special Education Teacher Leads

- Discuss needed accommodations and modifications to the instruction, materials, and activities

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Committing to Plan!

- Discuss which co-teaching approaches will be used for teaching the unit content
 - Develop patterns for teaching units
 - Maximize the use of two teachers to increase achievement for all students
 - Create opportunities unavailable to you as one teacher
- Decide who will prepare what for the unit

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Planning to Plan

Come to a consensus with your partner on the following:

1. When will you plan together?
2. What will need to be accomplished during this planning time?
3. What is your backup plan if you can't meet face-to-face?

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Communication With A Collaborative Partner



Ways to communicate:

- Daily face to face check in
- Daily Debrief Notebook
- Phone calls
- Email
- Post-it notes
- Your own system

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Putting It All Together



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Words to leave with you....

“Children learn best when they are allowed to sift life’s experiences through their fingers.”

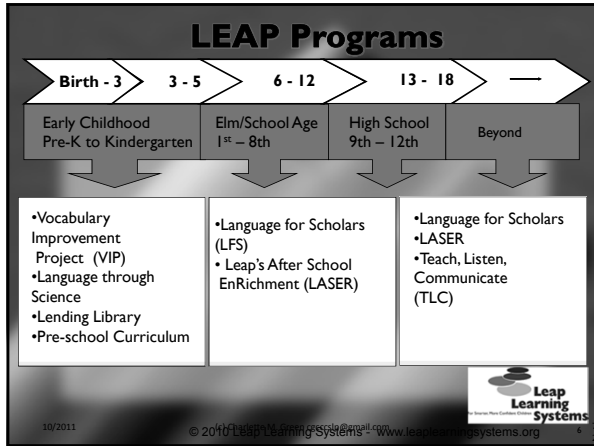
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ABTT

Leap Learning Systems
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- Ain't Been Taught That
- *Lack of language experience that will hinder reading, readiness skill acquisition, and ability to learn.*

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Ticket Out the Door

1. Three things that you learned today
2. Two things that you will do differently
3. One question that you still have

CONGRATULATIONS ON TAKING THE FIRST STEP!

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